



Yate Academy

High Expectations, High Achievement

Year 11

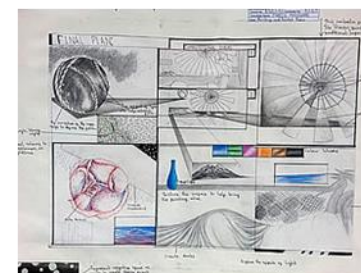
Knowledge Organisers

Module 4

"AQA Art Fine GCSE. Final Piece. Module 4 Knowledge Organiser

★ Learning to plan a final piece.

- 1) Sketch out 3 layouts for your final piece
- 2) Try out different sized/shaped canvases.
- 3) Try out different compositions (the way things are arranged on the page).
- 4) Annotate your ideas.
- 5) Ideas that have been clearly communicated



Student examples of
compositional
development.



Experimenting

Place the title 'Experimenting With Materials' here.

Idea 1 Explain

Use your photographs to try out different layouts, shapes and sizes for your final

Experiment.

All learners must complete the 'experimenting with materials and technique' boxes.

Learner must explain what went well even better if.



Materials Used:
WWW:
EB:



Materials Used:
WWW:
EB:



Materials Used:
WWW:
EB:



Materials Used:
WWW:
EB:



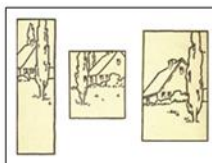
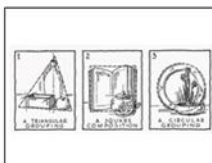
Materials Used:
WWW:
EB:



Materials Used:
WWW:
EB:

Composition

It's the layout –
how things are
arranged in the
picture.



Annotate your ideas.-- Ideas that
have been clearly communicated



Year 11 Construction

Module 4 Knowledge Organiser – Unit 2 Practical Construction Skills

HOW TO PREPARE A ROOM FOR PAINTING AND DECORATING

It's important to make some final checks before you get started on your decorating project.

Are the walls and ceiling prepared and ready for painting?

In this guide we'll walk you through the most important steps to take, and show you how to;

Empty your room ready for decorating, and protect fixtures and fittings you aren't painting

Clean your walls to help paint adhere

Fill holes and cracks and smooth your walls for the best possible finish

Prime stained surfaces or those which have not been painted before

Once you've completed these tasks you should have a smooth, even surface ready to be painted.

Safety first

Think about how you're going to reach all surfaces safely. You'll need a sturdy step ladder or work platform to cut in around the edges of the ceiling and walls, as well as paint coving. Consider using a roller on a pole where possible to paint ceilings and walls so that you can work at ground level rather than on steps.

Identify resources required to complete construction tasks – Painting and Decorating

- ✓ *Tools – Roller, paint brushes, masking tape, paint tray, filer knife, dust sheets, sandpaper.*
- ✓ *PPE (Personal Protective Equipment) – hardhat, hi-vis vest, steel toes cap boots, overalls.*
- ✓ *Materials – Emulsion Paint, Primer, Gloss*

Apply health and safety practises in completion of construction task

How should site be set up?

Cleanliness and safety of work area

Safe Working Practises

Use of correct PPE

HOW TO PAINT A WALL

Once your room is prepared, you can begin decorating the ceiling. Whilst this can look tricky, with the right tools you can make light work of a task that'll help your room to look fresher and brighter.

Step 1

Using a paint can opener, or a flat-head screwdriver, carefully open the paint can. Take a paint stirrer, and following the instructions on the can, stir the paint until an even, flowing consistency without any lumps is reached.

Paint cans can be cumbersome, so pour a smaller amount of paint into a paint kettle. Use a paint kettle hook to keep your kettle securely in place if you are working on a step ladder.

Step 2

Before you paint the bulk of your ceiling, paint into the edges of the ceiling and around any ceiling lights or alarms with a small brush. This technique is called cutting in.

If you're going to paint the walls after the ceiling. Use a 50 millimetre (mm) / 2 inch (") paint brush to brush a strip of paint (of about 25mm) onto the walls, which you can paint over later.

If you aren't going to paint the walls. Paint along the edge of the ceiling using a 50mm (2") or 75mm (3") brush. An angled paint brush will help you to paint a neat, straight line but if in doubt of how steady your hand is, use either masking tape to mask the edges or a paint shield to protect the wall.

Paint the edges where the ceiling meets the wall in one go to give the best finish. If you don't complete it all at once you could end up with a visible band around the edges from the paint drying at different times.

Top tip: Keep a decorators cloth to hand

Whenever you are working with paint, keep a decorators cloth or clean rag to hand. This can be used to wipe and mop up any small drips or dabs of paint where you don't want it. Most modern interior emulsion paints are water-based, so a damp cloth is usually all it takes to neaten up a smudge in the wrong place.

Step 3

With the perimeter of the ceiling painted, it's now time to paint the rest.

Fill the reservoir of the roller tray one-third full of paint. Using a roller with an extension pole attached, dip the roller sleeve into the paint and roll it firmly up and down the ribbed incline of the tray to spread the paint evenly. Avoid overloading the sleeve to prevent paint splattering.

Apply the paint to the ceiling using the roller. Move the roller over the surface, using random strokes and a light, even pressure. Each time you dip the roller in the paint, move it to an adjacent unpainted area and work back to the painted area in overlapping strokes to blend in the wet edges.

Step 4

Once complete. allow the ceiling to dry following the advice on the paint tin. If more than one coat of paint is required. allow the recommended drying time and then repeat steps 2 and 3.

Key Themes

Social Duty: Nobody in society lives in isolation, we are interconnected and responsible for each others welfare. The Birling's initially don't think about their actions affecting Eva but are forced to confront their responsibility.

Social Class: Priestley wrote the play from a socialist perspective. We never hear the views of Edna, the parlour maid because she would not be allowed to express an opinion. The characters judge others purely on their class and riches, not on the content of their character.

Youth and Age: As the play unfolds there is a clear difference between the attitudes of the older and younger generation. Arthur and Sybil refuse to accept responsibility whereas Eric and Sheila are shaken by the Inspectors message.

Cause and Effect: The Inspector outlines a 'chain of events' that lead up to Eva Smith's death. Her suicide is the result of individuals avoiding responsibility for her.

Time: This 'Chain of events' is an example of Priestley's fascination with time and the links between apparently random and unconnected actions. The past is still Present and Cyclical.

The Supernatural: The Inspector's name, 'Goole' could suggest 'ghoul'.

Key Characters

Inspector Goole: The central character, the catalyst for the events that unfold. He has an air of authority to expose how the Birling family are responsible for the death of Eva Smith

Arthur Birling: The head of the family. Arrogant, wealthy, overbearing, dominating and used to being in charge. He pays his workers low wages to increase profits and to keep his family in the comfort of their lavish lifestyle.

Sybil Birling: She is Arthurs social superior (Comes from a richer family) She shows no regret or remorse and is defiant to the end. She believes one should keep the lower classes 'in their place'.

Sheila Birling: Young, naive and in the shadow of her parents. She starts the play seemingly happy to be entering an arranged marriage (very common in that society of the time) but her attitudes change as a result of the events that unfold throughout the play.

Eric Birling: Arrogant, Selfish, Drinker, Rebellious, Immature. He is changed by the events and accepts responsibility.

Gerald Croft: Wealthy, shadow of Arthur. He tries to 'protect' himself, not change.

Year 11 Component 3 **An Inspector Calls**

Social, Historical and Cultural Context

This is one of the most important plays of the 20th century. The play is set in the past but looks to the future, setting out Priestley's arguments for a better future by exposing social inequality through the treatment of Eva Smith. For the working class in 1912, life was tough. There was no welfare and the poor had to depend on charity. If you were born poor, you died poor but it was also a time where people were struggling for change. The Suffragettes, for example, were fighting for votes for women and factory workers threatened strikes for better living conditions. By setting the play in a wealthy upper middle class family, Priestley directly attacked the values of those whose social standing meant they should have a duty of care to others less fortunate than themselves. The play is seen as socialist with a very clear message about the responsibility we have for each other.

Setting

The play is set in 1912 in the Birling's house which is large, comfortable and wealthy. It is just before the first world war breaks out but written after just world war II. The set can be shown as realistic or symbolic linking back to the key themes. Lighting is used to create mood and atmosphere for example the designer could present the first scenes in a warm and inviting orange / yellow followed by a colder white and blue for when the inspector calls.

Btec First Award in Engineering Module 4 Knowledge Organiser

– Machining Techniques used in Milling and Drilling.

Criteria 2A. P2

Select and use simple and complex tools for accurate drilling and milling.

For the below sections you have to describe what tools you have used to manufacture you g-clamp.

You will also have to explain why you used them and how they helped you.

Link to quality control when possible.

Criteria 2A. P3

Select and use simple and complex work-holding devices for accurate drilling and milling.

Example Work

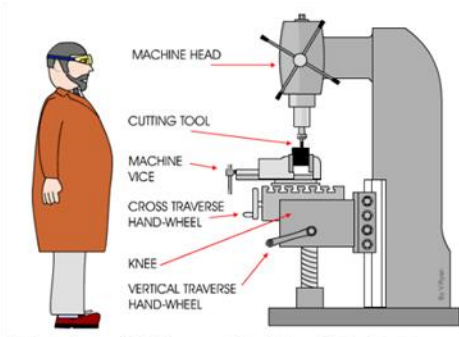
Tools – drilling

Simple tools;

When making the thread bar and the G-clamp I found that the simple tool the drill bit was useful because it gave me the result I wanted I used this piece of equipment on the round bar and the G-clamp to be able to connect the two together. This was because it was able to give me what I wanted, as well it was accurate. I decided to use this simple tool the drill bit because I was able to drill different sized holes. The function of the drill piece is be able to make hole in the work piece, the advantages of using this work piece it will make accurate hole as well being able to drill different sized holes because there are different size drill bit in the G-clamp.

Complex tools;

During my practical lesson of making my G-clamp and thread bar. This meant that the thread bar was able to give me the results I wanted. I decided to use the thread bar because it was the right type of equipment. This tap bar was able to create a thread on my round bar this mean that I was able to connect the round bar to the G-clamp. . The tap is able to make a thread with already made hole. For example making a hole in the G-clamp then using the tap to create a thread in the readymade hole. The advantages of using this tool is have a thread made by hand and the time taken to create the thread is not long at all.



A vertical miller is used to shape metals such as mild steel and aluminium. It can also be used to shape plastics such as perspex and nylon. Full size milling machines such as the one shown below are powerful but also very accurate/precise. The cutting tools are very expensive and are broken easily if the machine operator tries to take too deep a cut, in one go. When using a vertical miller, the machine should be set up to cut away only a small amount of metal each time the cutter passes over the surface of the metal.



SAFETY AWARENESS IN ENGINEERING

To understand the appropriate behaviour needed when carrying out any engineering task in a workshop environment. This is be able to follow simple rules and regulations in which keeps you and others safe.

Being able to understand what a risk is and being able to identify a situation that could expose someone/thing to danger.

WHAT IS THE IMPORTANCE OF SAFETY AWARENESS

In a working environment it is a high priority to keep all workers and visitors safe at all times. This can be done through training, posters and information booklets so that everybody is aware of the rules and regulations.

IMPORTANCE OF SAFETY AWARENESS WHEN MACHINING

Through training and understanding the different steps needed to be followed to use a machine properly. By having this knowledge machinists can carry out machining tasks with low risk and no injuries.

Health and Safety in the Workshop Environment

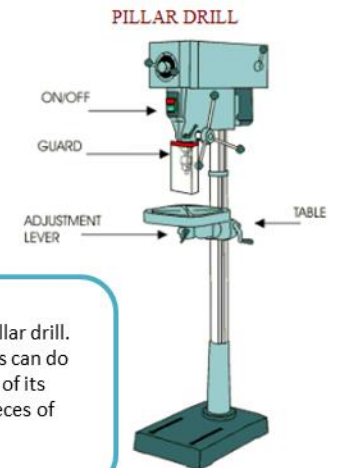
PPE – Personal Protective Equipment

Goggles – To protect eyes from injuries

Apron – To protect clothing and cover up any loose clothing

Clean working environment – reduces chance of injury

Long Hair Tied up – Reduce chances of injury and getting tangled.



The larger version of the machine drill is called the pillar drill. This has a long column which stands on the floor. This can do exactly the same work as the bench drill but because of its larger size it is capable of being used to drill larger pieces of materials and produce larger holes.

Plot

1. Ebenezer Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity.
2. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.
3. He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed.
4. The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Scrooge asks the spirit to stay until the very end. Toward the end of the day the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.
5. The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.
6. Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

Characters

Ebenezer Scrooge – A selfish business man who transforms into a charitable philanthropist.

Fred – Scrooge's nephew whose party invitation he declines

Jacob Marley – Scrooge's dead partner who returns as a ghost to warn Scrooge to change his ways.

Bob Cratchit – Scrooge's clerk who earns starvation wages at 15 shillings per week. He loves his family and is shown to be happy and morally upright.

Tiny Tim – Bob's ill son whose story plays a part in inspiring Scrooge's transformation.

Mrs Cratchit – Bob's wife. Dislikes Scrooge and refuses to toast Scrooge at Xmas dinner.

The Ghost of Christmas Past – A strange combination of young and old, wearing white robes and flowers, holding holly, light streaming from his head.

The Ghost of Christmas Present - A portly, jovial gentleman surrounded by food and plenty. He brings joy to the most needy townfolk.

The Ghost of Christmas Yet To Come – A hooded and cloaked faceless spirit, similar to the grim reaper who does not speak. Scrooge fears his the most.

Fezziwig – Scrooge's ex-employer

Belle – A woman who Scrooge was in love with who left him due to his greed.

Fan – Scrooge's sister – loved by him, who died during childbirth

Themes

Greed & Generosity/ Poverty & Wealth/ Redemption/ Social Responsibility/ Christmas/ Family/ Capitalism/ Class/ Guilt/ Isolation/ Free will & Fate/ Youth & Age

Context**Dickens' biography**

1824 - Father sent to prison for bad debt. *Charles sent to work in a shoe blacking factory, a terrible time for him. He used his childhood experiences in his writing & his sympathy for children in poverty & their families is prevalent.

Victorian London –. The Victorian Era was a time of change in many ways, driven by the changing economy in which there was less of a reliance on agriculture & a move into the Industrial Revolution (when goods changed from being made by hand to being made by machines in factories). Cities became dens of poverty, disease and overcrowding

Malthus (a respected academic & economist) – Dickens shows his disgust with the Malthusian principle that population will always grow faster than food & should be controlled by diseases & starvation.

Class inequality – In general Victorian Society was divided into classes; upper, middle, working class. The upper class were the ruling class & were afforded luxuries & everything you need to succeed in life, namely a good education & access to health care.

Childhood - The result of the expansion of manufacturing processes & the need for coal was child labor. Children as young as for worked 12-14 hours per day, many dying of disease or being killed or maimed in accidents.

The 1834 poor Law Amendment Act & The Work House – Introduced to reduce the cost of looking after the poor. After this, if people in poverty wanted help they had to go to the workhouse to get it. The poor were terrified about the prospect of the workhouse as the conditions were appalling.

Vocabulary

- Allegory
- Contrasts
- Declarative
- Exclamatory
- Foreshadowing
- Flashback
- Gothic
- Imagery
- Interrogative
- Malthusian
- Metaphor
- Misanthropy
- Noun/verb/adjective etc
- Pathetic Fallacy
- Personification
- Philanthropy
- Protagonist
- Redemption
- Simile
- Symbolism
- Sensory Language

Key quotes

"Oh! But he was a tight-fisted hand at the grindstone, Scrooge...a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint...solitary as an oyster"

"Every idiot who goes about with Merry Christmas on his lips should be boiled with his own pudding and buried with a stake of holly through his heart"

"If they would rather die, they had better do it, and decrease the surplus population"

"The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel."

"Mankind was my business. The common welfare was my business"

"From the crown of its head there sprang a bright, clear jet of light"

"Old Fezziwig...rubbed his hands; adjusted his capacious waistcoat; laughed all over himself."

"What idol has displaced you? He rejoined. A Golden one."

"A solitary child, neglected by his friends, is left there still." Scrooge said he knew it. And he sobbed"

"God bless us everyone"

"Up rose Mrs Cratchit...dressed out but poorly in a twice turned gown, but brave in ribbons, which are cheap and make a goodly show for sixpence."

"...Eked out by the apple sauce and mashed potatoes it was a sufficient dinner for the whole family"

This boy is Ignorance, this girl is want... beware them both but most of all beware this boy, for on his brow I see that written which is doom."

"The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery."

"Alleys and archways, like so many cesspools, disgorged their offences of smell, and dirt, and life, upon the straggling streets; and the whole quarter reeked with crime, with filth, and misery."

He frightened everyone away from him when he was alive, to profit us when he was dead!"

I will honour Christmas in my heart and try to keep it all the year I will live in the past, the present and the future"

"I am as light as a feather, I am as happy as an angel, I'm as merry as a school boy!"

"Where is he my love?...He turned it gently and sidled his face in round the door"

"I'll raise your salary, and endeavour to assist your struggling family"

<p>Context</p> <p>Courtly Love: a medieval tradition of love between a knight and an unattainable noblewoman common in European literature of the time. The love of the knight for his lady was regarded as an overwhelming passion and the relationship was typically one sided.</p> <p>Duelling and the concept of honour: Honour was hugely important at the time, and maintaining the honour of your family name was crucial. If you were challenged to a duel and you refused, you would be deemed a coward, thus damaging your honour and the status of your family.</p> <p>The role of women in a patriarchal society: Elizabethan England was a society controlled by men. Women were seen as the weaker sex and were expected to be ruled over by men. Women needed to be meek and mild, and most importantly, obedient to their fathers and later their husbands.</p> <p>Arranged marriages: Marriages amongst the wealthy were arranged by parents, and were not about love. Mostly the marriages were arranged for the purposes of status and power, and improving the social standings of families.</p> <p>The Catholic setting of the play: The play is set in Italy which is a Catholic country. Religion was extremely important, and marriage vows were sacred – once made, they could not be broken.</p> <p>The Globe Theatre: had different areas for those of all social backgrounds. The theatre was the main form of entertainment for all people. Plays were performed during the day (open air) and heckling was common.</p>	<p>Significant Characters</p> <p>Romeo Intense, intelligent, quick witted, and loved by his friends.</p> <p>Juliet Naïve and sheltered at the beginning, develops into a woman with strength. Grounded.</p> <p>Mercutio Romeo's close friend. Wild, playful and sarcastic.</p> <p>Tybalt Juliet's cousin. A hothead consumed by issues of family honour. Hates the Montagues.</p> <p>Benvolio Romeo's cousin, less quick witted than Romeo and Mercutio, tries to keep the peace.</p> <p>Friar Lawrence A Franciscan monk and a friend to both Romeo and Juliet.</p> <p>The Nurse Juliet's best friend and confidante, and in many ways is more her mother than Lady Capulet is.</p> <p>Prince Escalus Leader of Verona, concerned with keeping order between the warring families.</p>	<p>Literary/Dramatic terminology</p> <p>PROLOGUE: a separate introductory section of a literary, dramatic, or musical work. In Romeo and Juliet, the prologue summarises the events of the play, informing the audience that the protagonists (main characters) 'take their life' at the end. This then colours the audience's view from the start, as they know that the play is a tragedy.</p> <p>FORESHADOWING: a warning or indication of a future event.</p> <p>DRAMATIC IRONY: a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character. This is particularly apparent once the lovers are married as the majority of the characters have no idea that this has happened.</p> <p>BAWDY HUMOUR: Bawdy describes humour that is off-colour: about sex or other vulgar topics.</p> <p>MONOLOGUE: a long speech by one actor in a play, although there can be other characters present on stage.</p> <p>SOLILOQUY: an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.</p> <p>OXYMORON: a combination of words that have opposite or very different meanings</p> <p>METAPHOR: a thing regarded as representative or symbolic of something else.</p> <p>SIMILE: a figure of speech that compares two things by using the words 'like' or 'as' something else. They are compared indirectly.</p> <p>IMAGERY: to use figurative language (similes, metaphors and personification) to represent objects, actions and ideas in such a way that it appeals to our physical senses.</p> <p>JUXTAPOSITION: the fact of two things being seen or placed close together with contrasting effect.</p> <p>TRAGEDY: a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.</p> <p>PROTAGONIST: the leading character or one of the major characters in a play, film, novel, etc</p> <p>ANTAGONIST: a person who actively opposes or is hostile to someone or something; an adversary.</p> <p>BLANK VERSE: verse without rhyme, especially that which uses iambic pentameters.</p> <p>SONNET FORM: composed of three quatrains (4 line stanzas) and a final couplet in iambic pentameter with the rhyme pattern abab cdcd efef gg. Traditionally associated with romance and love poetry.</p>
<p>Plot</p> <p>Act 1 In Italy two noble families, the Montagues and Capulets, have much bad blood between them. Romeo, son of old Montague, is in love with Rosaline, who disdains his love. As a result, Romeo is depressed. To cure him of his love, his friend Benvolio induces him to attend a masked ball at the Capulets, where he could encounter other beauties and forget Rosaline. At the ball, Romeo is attracted by a girl who he learns is Juliet, daughter of the Capulets. They seal their love with a kiss.</p> <p>Act 2 Romeo lingers in Capulet's garden, standing in the orchard beneath Juliet's balcony. He sees Juliet leaning over the railing, hears her calling out his name, and wishes that he were not a Montague. He reveals his presence, and they resolve, after an ardent love scene, to be married secretly.</p> <p>Act 3 Tybalt encounters Romeo returning from Friar Lawrence's cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to be drawn into a quarrel with Tybalt, now his kinsman by marriage. Mercutio grapples with Tybalt and is killed. Aroused to fury by the death of his friend, Romeo fights with Tybalt and kills him and takes shelter in the Friar's cell.</p> <p>Act 4 In despair, Juliet seeks Friar Lawrence's advice. He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to the family vault. By the time she awakens, Romeo will be summoned to the vault and take her away to Mantua.</p> <p>Act 5 The Friar's letter fails to reach Romeo. When he hears of Juliet's death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet's side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo's error and kills herself with his dagger. The Capulets and Montague decide to reconcile as a result of the deaths of their children</p>	<p>Key Themes</p> <p>Love- The love Romeo and Juliet share is beautiful and passionate. It is pure, exhilarating, and transformative, and they are willing to give everything to it. But it is also chaotic and destructive, bringing death to friends, family, and to themselves.</p> <p>Fate v Freewill No matter what the lovers do, what plans they make, or how much they love each other, their struggles against fate only help fulfill it. But defeating or escaping fate is not the point. No one escapes fate. It is Romeo and Juliet's determination to struggle against fate in order to be together, whether in life or death that shows the fiery passion of their love, and which makes that love eternal.</p> <p>Individuals v society- Because of their forbidden love, Romeo and Juliet are forced into conflict with the social world around them: family, friends, political authority, and even religion.</p> <p>Violence and conflict – Conflict is one of the key driving forces in the play and it occurs between a range of characters – within families; within friendship groups; between warring households and between members of the communities. This conflict results in a huge amount of violence – violence opens the play in scene one and it also concludes the play with the deaths of the two lovers.</p> <p>Language and word play- Romeo and Juliet constantly play with language. They pun, rhyme, and speak in double entendres. All these word games may seem like mere fun, and they are fun. But word play in Romeo and Juliet has a deeper purpose: rebellion. Romeo and Juliet play with language to escape the world.</p>	

Plot

- **Act 1:** The family are celebrating Sheila and Gerald's engagement. Birling makes speeches saying there will be no war, and the Titanic is unsinkable. An Inspector arrives and tells them Eva Smith has committed suicide. He gets Mr B to admit sacking her. He doesn't take blame. Inspector gets Sheila to admit getting her sacked for laughing. She feels guilty and ashamed of herself.
- **Act 2:** Inspector gets Gerald to admit having an affair with Eva Smith (now called Daisy Renton after a name change). Sheila is upset and questions her relationship with Gerald. Inspector gets Mrs B to admit not helping Eva when she came to Mrs B's charity for help when she became pregnant. Mrs B says it should be the father's responsibility. At the end of the Act, we realise that the father of Eva's baby was Eric.
- **Act 3:** Eric's involvement with Eva is revealed and a possible rape is hinted at, as he says he forced Eva. The Inspector gives his final speech about fire, blood and anguish. He is warning the family that if they don't start to take responsibility for others, they will live to regret it. Inspector then leaves. Gerald finds out that the Inspector wasn't a real inspector. Mr B rings to check and there is no Inspector Goole. Also, there is no dead girl! Mr and Mrs B (and Gerald) celebrate and act like nothing has happened. Sheila and Eric still feel guilty and can't go back to how they were before. Right at the end, the telephone rings and they are told that a girl has just committed suicide and an inspector is on his way over to ask some questions.

Characters

- **Mr Birling:** Arrogant and Capitalist businessman who hates social equality and loves money. Sacks Eva from his factory when she asks for equal pay for women and threatens a strike.
- **Mrs Birling:** Snobbish and cold-hearted Capitalist who believes everyone is responsible for themselves. Doesn't help Eva when she comes to the charity for help.
- **Inspector Goole:** Priestley's mouthpiece (represents JBP's ideals), keen Socialist who fights for community responsibility and gets the Birlings to face up to what they have done.
- **Sheila Birling:** The daughter. Gets Eva sacked from the shop for smirking at her. Starts off as a spoilt rich girl but quickly changes her views, feels sorry for Eva Smith and starts to become Socialist as the play progresses. Is ashamed of her parents at the end.
- **Eric Birling:** The son. Drinks too much and has a one-night stand with Eva. Ends up getting her pregnant and steals from his dad to give Eva money. Regrets his actions and changes his ways. Ashamed of his parents at the end.
- **Gerald Croft:** Sheila's fiancé. Businessman who has Capitalist ideals and is similar to Mr Birling politically. Shows some regret for his affair with Eva, but happy to act like nothing has happened when it suits him.
- **Eva Smith:** A young working class woman, who is exploited by wealthy, middle class people. She is presented as a very innocent and vulnerable character and is used to represent the powerlessness of the working class. She is attractive, honourable and she is forced to become a prostitute.

Themes

GENERATION / RESPONSIBILITY / JUSTICE/ GENDER / SOCIAL CLASS/ INEQUALITY

Context

- **1912** – when the play was set. Just before WW1 and the sinking of the Titanic. JBP wanted to make sure audiences in 1945 recognised the problems in society in 1912 before the wars (class system, Capitalism, sexism) and weren't tempted to go back to living like that. He wrote the play to highlight the dangers of the Capitalist lifestyle.
- **1945** – when the play was written and performed. After WW2, society changed for the better. The benefit system started to be introduced, and we had more equality for women and less of a class divide because of different classes and different genders mixing in the war effort. JBP supported and encouraged these changes and wanted to make sure he promoted them in his play by making Capitalists like the older Birlings appear ignorant and selfish.
- **Socialism** – JBP was a keen socialist. This meant that he wanted everyone to look after each other rather than just caring about themselves. He was trying to promote this with the play, by making the Socialist characters like the Inspector much more respectable than the Capitalist ones. JBP uses the Inspector as a mouthpiece for this.
- **Capitalism** – JBP hated Capitalists – those who thought that everyone should only care about themselves and that making money was more important than human rights. He created Mr and Mrs Birling as Capitalists, in order to make Capitalism seem out-dated and selfish. Mr and Mrs B are portrayed in a negative way by JBP for this reason.
- **Class/social mobility** – In 1912, the social classes were segregated, women got paid less than men for the same work, there was no benefit system or help with unemployment or housing. Society was patriarchal (men ruled).
- **Family life and gender** – Men expected to support the perfect family and protect women. Wealthy middle class women were expected to marry into money and plan parties and have children. No housework. Children were expected to be obedient and unquestioning.
- **Stereotypes** – the men and women start out as stereotypes. Women: shopping, clothes, weddings, protected, jealous, hysterical. Men: Work, duty, hero, womanising, drinking. By the end, the stereotypes are reversed – Sheila and Eric get stronger. The others get weaker.

Vocabulary

- Dramatic Irony
- Tension / suspense
- Monologue
- Capitalist
- Socialist
- Interruptions
- Metaphor
- Triplets / list of three
- Stage Directions
- Patriarchy/patriarchal
- Contrast
- Direct Address
- Priestley's Mouthpiece
- Repetition
- Playwright
- Audience
- Noun/verbs/adjectives etc
- Imperatives
- Interrogatives
- Exclamatory
- Declarative
- Colloquial language
- Metaphor
- Omniscient
- Euphemism
- Imagery
- Setting
- Hierarchy

Key quotes – character

Mr B: 'Hard-headed business man who has to look after himself and his own'
'I refused, of course'
'The famous younger generation...and they can't even take a joke'

Mrs B: 'A rather cold woman and her husband's social superior'
'Girls of that class'
'In the morning they'll be as amused as we are'

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Eric: 'Not quite at ease, half-shy, half-assertive'
'I was in the sort of state where a chap easily turns nasty'
'The money's not the important thing'

Gerald: 'We're respectable citizens and not criminals you know'
'Easy well-bred young man-about-town'
'What about this ring'

Sheila: 'very pleased with life and rather excited'
'You mustn't try to build a kind of wall between us and that girl. If you do, the Inspector will just break it down'
'It frightens me the way you talk'

Plot

- **Act 1:** The family are celebrating Sheila and Gerald's engagement. Birling makes speeches saying there will be no war, and the Titanic is unsinkable. An Inspector arrives and tells them Eva Smith has committed suicide. He gets Mr B to admit sacking her. He doesn't take blame. Inspector gets Sheila to admit getting her sacked for laughing. She feels guilty and ashamed of herself.
- **Act 2:** Inspector gets Gerald to admit having an affair with Eva Smith (now called Daisy Renton after a name change). Sheila is upset and questions her relationship with Gerald. Inspector gets Mrs B to admit not helping Eva when she came to Mrs B's charity for help when she became pregnant. Mrs B says it should be the father's responsibility. At the end of the Act, we realise that the father of Eva's baby was Eric.
- **Act 3:** Eric's involvement with Eva is revealed and a possible rape is hinted at, as he says he forced Eva. The Inspector gives his final speech about fire, blood and anguish. He is warning the family that if they don't start to take responsibility for others, they will live to regret it. Inspector then leaves. Gerald finds out that the Inspector wasn't a real inspector. Mr B rings to check and there is no Inspector Goole. Also, there is no dead girl! Mr and Mrs B (and Gerald) celebrate and act like nothing has happened. Sheila and Eric still feel guilty and can't go back to how they were before. Right at the end, the telephone rings and they are told that a girl has just committed suicide and an inspector is on his way over to ask some questions.

Characters

- **Mr Birling:** Arrogant and Capitalist businessman who hates social equality and loves money. Sacks Eva from his factory when she asks for equal pay for women and threatens a strike.
- **Mrs Birling:** Snobbish and cold-hearted Capitalist who believes everyone is responsible for themselves. Doesn't help Eva when she comes to the charity for help.
- **Inspector Goole:** Priestley's mouthpiece (represents JBP's ideals), keen Socialist who fights for community responsibility and gets the Birlings to face up to what they have done.
- **Sheila Birling:** The daughter. Gets Eva sacked from the shop for smirking at her. Starts off as a spoilt rich girl but quickly changes her views, feels sorry for Eva Smith and starts to become Socialist as the play progresses. Is ashamed of her parents at the end.
- **Eric Birling:** The son. Drinks too much and has a one-night stand with Eva. Ends up getting her pregnant and steals from his dad to give Eva money. Regrets his actions and changes his ways. Ashamed of his parents at the end.
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When we two Parted Lord Byron	Love's Philosophy Percy Shelley	Porphyria's Lover Robert Browning	Sonnet 29 Elizabeth Barrett-Browning	Neutral Tones Thomas Hardy	Letters From Yorkshire Maura Dooley	The Farmer's Bride Charlotte Mew	Technical terms/sentences
<p>The narrator recalls the day he and his partner parted. She didn't seem to have any affection for him anymore. Even though time has passed, hearing her name affects the narrator deeply.</p> <p>Writer known for having affairs and moved abroad following a break-up. From the Romantic Era – uses nature</p> <p>'When we two parted/in silence and tears,/Half-broken hearted/ To sever for years.'</p>	<p>The narrator is addressing a woman and trying to persuade her to be with him romantically. Narrator gives examples to show how everything in nature is connected – and so should they.</p> <p>He believed in 'free love' which is contradictory to this poem. Had strong views on religion, atheism and socialism. From the Romantic Era.</p> <p>'See the mountains kiss high heaven/ and the waves clasp one another'</p>	<p>A man sits waiting for his lover Porphyria. He seems upset with her but then decides she loves him and kills Porphyria by strangling her with her own hair to keep her his forever.</p> <p>Victorian poet – ideas of class/gender etc. Preferred the monologue form.</p> <p>'In one long yellow string I wound/three times her little throat around/ and strangled her.'</p>	<p>Explicitly about a tree and its description. Implicitly narrator is telling her lover how much she thinks about him when they are apart.</p> <p>Married Robert Browning. Father disapproved – so they sent secret love letters. Father disowned her following marriage</p> <p>'I think of thee! – My thoughts do twine and bud/about thee, as wild vines, about a tree.'</p>	<p>Narrator remembers a day when he and his love are by a pond. It's clear that the relationship is about to end. Whenever he has been hurt since, he recalls that day.</p> <p>In a loveless marriage. Rejected religion. Written during the Romanticist period</p> <p>'Your face, and the God-curst sun, and a tree,/ and a pond edged with greyish leaves.'</p>	<p>A man is gardening. He writes to the narrator about it. The narrator reflects on their different lives – city writing vs country outside. She wonders which is more fulfilling.</p> <p>Grew up in Bristol, worked in Yorkshire and moved to London – reflected in poem.</p> <p>'He saw the first lapwings return and came/ indoors to write to me, his knuckles singing'</p>	<p>Farmer is married but his bride is frightened of him and men. He describes how the relationship went wrong. He accepts no responsibility for her fear.</p> <p>Wrote between Victorian era and modern. Father dies leaving her and siblings very poor. All separated to survive.</p> <p>'We caught her, fetched her home at last/ and turned the key upon her fast.'</p>	<p>Likewise In the same way Similarly Equally As with Comparatively</p> <p>However On the other hand Conversely Alternatively In contrast Contrastingly</p> <p>The writer uses... The (verb etc)...implies... Suggests/emphasises/means The speaker...</p>
Walking Away Cecil Day-Lewis	Eden Rock Charles Causley	Follower Seamus Heaney	Mother, any Distance Simon Armitage	Before you were mine Carol Ann Duffy	Winter Swans Owen Sheers	Singh Song! Daljit Nagra	Climbing my grandfather Andrew Waterhouse
<p>Father remembers son's first football game and worries as he walks away from him. Memory still affects the father deeply but understands this is natural.</p> <p>Brought up by his father after mother died</p> <p>'Your first game of football, then, like a satellite/wrenched from its orbit, go drifting away.'</p>	<p>Narrator imagines his parents are both young again. They are on a riverbank having a picnic. Narrator is on the opposite side of the river and they call to him.</p> <p>Father died when he was 7</p> <p>'They beckon to me from the other bank./ I hear them call, "see where the stream path is!/ Crossing is not as hard as you might think'</p>	<p>Father working with his young son trailing behind him. Father is skilled and an expert. Son admires father. It is then contrasted to the son, now grown, working with his father, now fragile, trailing behind him.</p> <p>Irish writer, grew up on the farm. Now a writer – reflected in poem</p> <p>'My father worked with a horse plough,/His shoulders globed like a full sail strung'</p>	<p>Narrator's mother comes to his new house to help him move in. Narrator looks forward to independence but is also scared by it. Mother keen to hold on.</p> <p>From 'Book of matches', a series of autobiographical poems which are short enough to be told in the time it takes for a match to burn down.</p> <p>'The line still feeding out, unreeling/years between us. Anchor. Kite.'</p>	<p>Speaker is looking at a photo of her mother before she was born and imagining her mother's life before she arrived. The narrator thinks about her rebellious youth and freedom before she had a child.</p> <p>Feminist writer. Autobiographical poem. Possibly informed by her mother's own memories and anecdotes.</p> <p>'The glamorous love lasts/Where you sparkle and waltz and laugh before you were mine.'</p>	<p>A speaker describes an argument occurring whilst walking around a lake in winter. They observe the swans coming together and move forward together.</p> <p>Published in a collection of poems called 'Skirrid Hill' which means divorced or separated</p> <p>'The swans came and stopped us/with a show of tipping in unison'</p>	<p>The speaker talks about running his father's corner shop and his life and desire to be with the new bride all the time. It explores ideas of tradition and modernity.</p> <p>2nd generation Indian that emigrated after WW2. Family owned a corner shop</p> <p>'I run just one ov my daddy's shops/from 9'o'clock to 9'o'clock/ and he vunt me not to have a break /but ven nobody in, I do di lock-'</p>	<p>Speaker idolises his Grandfather and describes climbing a mountain, using images of his grandfather to mix with the journey.</p> <p>Previously worked in an agricultural college. Autobiographical - an open letter of admiration for his grandfather</p> <p>'I can only lie/ watching clouds and birds circle,/ feeling his heat, knowing/the slow pulse of his good heart'</p>
<p>Alliteration</p> <p>Assonance</p> <p>Blank verse</p> <p>Caesura</p> <p>Colloquial language</p> <p>Dramatic monologue</p> <p>Enjambment</p> <p>Euphemism</p> <p>First person</p> <p>Iambic pentameter</p> <p>Imagery</p>	<p>Irony</p> <p>Juxtaposition</p> <p>Language</p> <p>Metaphor</p> <p>Monologue</p> <p>Mood</p> <p>Onomatopoeia</p> <p>Oxymoron</p> <p>Personification</p> <p>Sonnet</p>	<p>Phonetic spellings</p> <p>Plosive</p> <p>Rhetorical question</p> <p>Rhyme –</p> <p>couplet/internal/half</p> <p>Rhythm</p> <p>Sibilance</p> <p>Simile</p> <p>Stanza</p> <p>Verse</p> <p>Symbolism</p>	<p>Third person</p> <p>Tone</p> <p>Volta</p> <p>Epic poem</p> <p>Hyperbole</p> <p>Persona</p> <p>Chorus</p> <p>Narrative</p> <p>Repetition</p> <p>Romanticism</p>	<p>Themes</p> <p>Romantic Love – Love's Philosophy; Sonnet 29; Porphyria's Lover, Farmer's Bride, Singh song!, Winter Swans, When We Two Parted.</p> <p>Family relationships – Walking Away, Eden Rock, Follower, Mother, any Distance, Before you were Mine, Climbing my grandfather</p> <p>Distance – When we two parted, Sonnet 29, Neutral Tones, Farmer's Bride, Walking Away, letters from Yorkshire, Eden Rock, Mother, any Distance, Winter Swans.</p> <p>Desire and longing – Love's Philosophy, Porphyria's Lover, Sonnet 29, Farmer's Bride, Follower, Before you were Mine, Singh Song</p> <p>Getting older – Walking Away, Follower, Mother, any Distance, Before you were mine, Climbing my Grandfather.</p> <p>Death – When we two parted, Porphyria's Lover, Neutral Tones, Eden Rock</p> <p>Memory – When we two Parted, Porphyria's Lover, Neutral Tones, Walking Away, Eden Rock, Follower, Before you were mine,</p> <p>Nature – Love's Philosophy, Sonnet 29, Neutral Tones, Farmer's Bride, Letters from Yorkshire, Follower, Winter Swans, Climbing my Grandfather.</p> <p>Rebellion – Singh Song!, Before you were Mine, Farmer's Bride</p>			

Question	Key Skill	Top Tips/Useful Sentences	Layout/Text Type/Format	Purpose and Techniques/Tips
1	Choose 4 statements (4 marks)	Top Tips: Examiners like to trap. Read very carefully. They are counting on you misreading 1 or 2 words or skipping over something small. They often: <ul style="list-style-type: none"> • Use key information but changing one small detail • Combine information from 2 sentences • Focus on the meaning of a more complex word 	<p>Letter</p> <ul style="list-style-type: none"> • Address and date • Formal mode of greeting—Dear sir/madam • Effectively linked paragraphs • Appropriate signing off—Yours sincerely <p>Speech</p> <ul style="list-style-type: none"> • Clear address to audience—Good morning ladies and gentlemen/fellow students • Use of 1st person—you, we • Clear sign off—Thank you for listening <p>Article</p> <ul style="list-style-type: none"> • Subheadings and strapline • Introductory overview paragraph • Effectively linked paragraphs <p>Leaflet</p> <ul style="list-style-type: none"> • Clear and original title • Subheadings or boxes • Bullet points • Effectively linked paragraphs <p>Essay</p> <ul style="list-style-type: none"> • Clear introduction • Effectively linked paragraphs 	<p>Explain</p> <ul style="list-style-type: none"> • Explain what you think about... • Be factual • Use statistics • Give a balanced view • Use evidence
2	Use details from both extracts to write a summary (8 marks)	Useful Phrases: Text A/B describes... Text A/B says... Text A/B is about... On the other hand However But		<p>Advise/Instruct</p> <ul style="list-style-type: none"> • Advise the reader of the best way... • Be factual • Use present tense • Use connectives • Use technical terms • 2nd person (you) • Imperatives
3	How does the writer use language to... (12 marks)	Useful phrases: One way the writer... is through... For example... This shows/suggests/implies... This creates the impression that... The effect on the reader is...		<p>Argue</p> <ul style="list-style-type: none"> • Argue the case for or against... • Rhetorical questions • Emotive language • Counter arguments • Statistics • Triplets • Imperatives • Expert opinion
4	Compare how writers convey their different perspectives on... (20 marks)	Useful phrases: One view the writer of text A/B One idea the writer has about...is The writer thinks that...is The writer of text A/B has the opinion that... However On the other hand In comparison...		<p>Persuade</p> <ul style="list-style-type: none"> • Persuade X that... • Imperatives • Triplets • Statistics • Rhetorical Q • Expert opinion • Imperatives • Hyperbole
5	Argue/Persuade/Advise/Explain (40 marks)	See right column for writing ideas		

Structure Idea for Descriptive Writing

Paragraph 1- Weather/Environment: Describe the weather and the environment (around the main character—or use the picture) in order to give a sense of place. Use pathetic fallacy.

Paragraph 2- Location: Describe the setting in which the action takes place. **Zoom in** on a particular feature such as a park bench or a lamp-post and describe it in meticulous detail.

Paragraph 3- Main Character: Describe your main character using physiognomy and metaphorical language to describe their personality.

Paragraph 4- Feelings of main character through personification. Example: Fear stalked me. It was the predator and I was its prey.

Paragraph 5- The meeting: Have your character come across another and describe their interaction using sensory language. End on a piece of dialogue. The first and last piece of speech.

Purpose

- You are writing to describe, entertain and impress.
- show how impressively you can describe the picture in front of you
- show you can create imagery in the reader's mind through your use of the English language.

Techniques to use

- **Simile**- Example: He was as timid as an urban fox.
- **Metaphor**- Example: He was a night owl.
- **Pathetic Fallacy**- Example: The sky became cloudy and darkness fell.
- **Personification**-Example: The thorns gripped my shirt as I ran through.
- **Impressive Vocabulary**-Example: Guile, Radiant, Irksome, Serpentine.
- **Noun, Adjective, Noun**- Example: Blood red shoes
- **Alliteration**- Example: Colin can't catch!
- **Sensory Language**- Example: I could taste blood streaming from my lip.
- **Physiognomy**—Example: Scrooge's nose was pointed and his thin lips blue.

Sentence Starters

1 word sentence-- Breathless. I gulped for air and looked behind me...

Verb—Running quickly she...

Adverb—Darkly, the night sky...

Preposition—Down there, everything is...

Connective—However, his life...

SPaG

- Vary sentence structure
- try beginning a sentence with an adverb or a verb
- use a semicolon to replace a conjunction like "and" or "but"

Example: I am going to the shops and I am going to buy some pears.
I am going to the shops; I am going to buy some pears.

Example 2: Suddenly, there came a tapping.

Example 3: Running closer and closer to my target, I was almost with reach.

- Use paragraphing
- separating these based on changing focus or theme
- ensure you make your writing flow coherently.

Top Tips

- Avoid action—stay still and describe what's around you.
- Use structural features like: flashback, flash forward, character's thoughts
- Keep to one or two characters
- Keep dialogue short and small

Question	Key Skill	Top Tips and useful sentences	Accuracy Issues
1 (4 marks)	Identify 4 things about...	Read the question properly Make sure your answers make sense Make sure you are answering the question	<ul style="list-style-type: none">Capital letters (names of places, titles, people, months, days, abbreviations, after full stop/question mark etc.Full stops not commasParagraphing (time, place, speaker, topic, sudden event) <p>Spelling</p> <ul style="list-style-type: none">Homophones (there, their, they’re, to, too, two etc.)Words ending in –y (family—families etc.)Double consonants (success, unnecessary etc.) <p>Range of Punctuation</p> <p>; : , ? ! “”</p> <p>Range of sentences</p> <p>Short (1 word), complex, compound</p> <p>Parts of a story:</p> <p>Complicating incident – Initial event/question/idea</p> <p>Rising Action – adds tension/information</p> <p>Climax – highest point of tension</p> <p>Resolution – questions answered/reader finds things out</p>
2 (8 marks)	Write about how language is used	Useful phrases: One way the writer... is through... For example... This shows/suggests/implies... This creates the impression that... The effect on the reader is... The writer is symbolising...	
3 (8 marks)	Write about how structure is used	At the start the writer focuses on..... In the middle the writer focusses on.../ At the end, the writer... The writer changes the focus.... The writer zooms in/ zooms out... The writer repeats the idea	
4 (20 marks)	Evaluate the extract in response to a statement	I agree that the writer... because... At this part in the extract, the reader feels... The text states... This can be seen where... The writer is trying to... This is effective because... The writer is successful because...	
5 (40 marks)	Write a story or description	Think about your structure: Plan! Use a range of sentences Interesting words Use descriptive devices: simile, personification etc. Sensory descriptions	

Technique	Definition	Example
Simile	A figure of speech in which two unlike things are compared using the words ‘like’ or ‘as’	“Relief swept over me like a tidal wave”
Metaphor	The comparison of one thing to another without the use of ‘like’ or ‘as’	“The road was a ribbon of moonlight.”
Personification	When you give human qualities to an inanimate objects or emotions	“Sadness gripped me and held me in a pitiful embrace”
Noun	A word which names a thing, a person, a place, a state or a quality	“The table”, “My happiness”
Verb	A word which expresses an action or a state of being	“Walk, run, swim, be”
Adjective	A word which describes a noun	”Red, happy, thriving, tricky”
Adverb	A word which describes a verb	”carefully, ominously, strangely, fast”
Alliteration	Repetition of the initial consonant sound in more than one word	”The flag fluttered in the light of the full moon”
Onomatopoeia	A sound word	”The gurgle of the coffee, brewing in the machine”
Exclamatory	A sentence using an exclamation mark—shows excitement or heightened emotion	“That happened to me too!” said Bruno delighted.
Declarative	A statement with no room for argument	“The train was horrible” said Shmuel
Imperative	A command/order	“You have to wear one of these armbands” said Shmuel’s mother.
Interrogative	A question (includes rhetorical questions)	“All of you?” asked Bruno “In one room?”
Triplet	Pattern of 3	We went to school; my father mended watches; my mother stayed at home
Repetition	Words or phrases repeated for effect	“There weren’t any doors” said Shmuel. “There weren’t any doors” insisted Shmuel.
Lists	4 or more ideas/items	He was a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner.

Further vocab:

- Protagonist
- Antagonist
- Tension
- Evaluate
- First Person (I,Me)
- Second person (You)
- Third Person (They/he/Name)
- Flashback
- Narrator

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Layouts/text types/formats

<u>Letter</u>	<ul style="list-style-type: none"> • Address and date • Formal mode of greeting—Dear sir/madam • Effectively linked paragraphs • Appropriate signing off—Yours sincerely • Newspaper or magazine story—formal • Clear and original title 	<u>Sentence Starters</u> <ul style="list-style-type: none"> • A small minority of people think... • Do you believe in... • 85% of students say that... • _____ can be very enjoyable for some people.. • There are many things to consider when your child... • I believe... • Have you ever thought about... • Take a moment to... • Just think how... • What do you value more... • One of the most remarkable facts about... • It's difficult to understand why... • In my view...
<u>Speech (text only)</u>	<ul style="list-style-type: none"> • Clear address to audience—Good morning ladies and gentlemen/fellow students • Use of 1st person—you, we • Clear sign off—Thank you for listening 	
<u>Article</u>	<ul style="list-style-type: none"> • Subheadings and strapline • Introductory overview paragraph • Effectively linked paragraphs 	
<u>Leaflet (text only)</u>	<ul style="list-style-type: none"> • Clear and original title • Subheadings or boxes • Bullet points • Effectively linked paragraphs 	
<u>Essay</u>	<ul style="list-style-type: none"> • Clear introduction • Effectively linked paragraphs 	

<u>Writing Purposes</u>		<u>Audience</u>	<u>Marking Criteria</u>
<u>Explain</u>	<ul style="list-style-type: none"> • Explain what you think about... • Be factual • Use statistics • Give a balanced view • Use evidence • 1st or 3rd person 	<p>An audience your age:</p> <ul style="list-style-type: none"> • Common sayings • References to modern culture • Frequent direct address • Humour <p>An older audience:</p> <ul style="list-style-type: none"> • Formal language • Humour and modern culture—but restrained • Avoid contractions (do not, can not instead of can't) 	<u>Content:</u> <ul style="list-style-type: none"> • Register is convincing • Confident match to purpose • Ambitious vocabulary • Sustained use of linguistic devices
<u>Instruct/advise</u>	<ul style="list-style-type: none"> • Advise the reader of the best way... • Be factual • Use present tense • Use connectives • Use technical terms • 2nd person (you) • Imperatives 		<u>Organisation:</u> <ul style="list-style-type: none"> • Variety of sentence types and lengths • Range of convincing ideas • Fluently linked paragraphs
<u>Argue</u>	<ul style="list-style-type: none"> • Argue the case for or against... • Rhetorical questions • Emotive language • Counter arguments • Statistics • Triplets • Imperatives • Expert opinion 		<u>Technical Accuracy</u> <ul style="list-style-type: none"> • Wide range of punctuation • Range of sentence forms for effect • Consistent use of Standard English • High level spelling accuracy • Extensive ambitious use of vocabulary
<u>Persuade</u>	<ul style="list-style-type: none"> • Persuade X that... • Imperatives • Triplets • Statistics • Rhetorical Q • Expert opinion • Imperatives • Hyperbole 		

Food Preparation & Nutrition Knowledge Organiser: Food Safety

You must be able to know the growth conditions for microorganisms and enzymes and the control of food spoilage. Know and understand that bacteria, yeasts and moulds are microorganisms. Explain that enzymes are biological catalysts usually made from proteins. Demonstrate the knowledge and understanding of the use of microorganisms in food production, including moulds in the production of blue cheese, yeast as a raising agent in bread. Know and understand the different sources of bacterial contamination. Know and understand the main types of bacteria that cause food poisoning. Demonstrate knowledge and understanding of the main sources and methods of control of different food poisoning bacteria types. Recognise the symptoms of food poisoning. Know and understand the food safety principles when buying and storing food. Know and understand temperature control and the danger zone temperatures.

Keywords

1. Bacteria
2. Microorganisms
3. Moulds
4. Enzymes
5. Temperature
6. Moisture
7. Time
8. Nutrients
9. pH level
10. Oxidation

Keywords

1. Starter culture
2. Probiotic
3. Pathogens
4. Food Poisoning
5. Contamination
6. Salmonella
7. Staphylococcus Aureus
8. Clostridium Perfringens
9. Clostridium Botulinum
10. Bacillus Cereus
11. Food Borne disease
12. E Coli
13. Listeria
14. Campylobacter
15. Norovirus

Keywords

1. Use by date
2. Best before date
3. Frozen Food
4. Chilled Food
5. High risk foods
6. Low risk foods
7. Danger zone
8. Hygiene

Key Points

1. Bacteria are found everywhere and need the right temperature, warmth, time, nutrients, pH level and oxygen to grow and multiply.
2. Microorganisms (bacteria) are used to make a wide range of food products.
3. Bacteria are used to make cheese, yogurt and bread.
4. The most important bacteria in food manufacturing are Lactobacillus species.
5. Bacterial contamination is the presence of harmful bacteria in our food, which can lead to food poisoning and illness.
6. As a food handler you must do everything possible to prevent this contamination.
7. What are the main symptoms of food poisoning?
8. Name three bacteria responsible for food poisoning?
9. Which groups of people are more at risk of food poisoning?
10. When handling food at any stage care must be taken to prevent contamination.
11. Everything possible must be done to control the conditions that allow bacteria to multiply causing food poisoning.

Quick Test

1. What are microorganisms?
2. What is the ideal temperature for bacterial growth?
3. What is the most important bacteria used in food manufacturing?
4. What are the two date marks you need to check when buying food?
5. What is the recommended temperature for chilled food?
6. What is the temperature range of the danger zone?
7. Explain the term cross contamination.
8. List four occasions during food preparation when you must wash your hands.

FRENCH YEAR 11 MODULE 4 : LE CONTRÔLE ORAL

At the end of Module 4, you will be completing your GCSE oral exam which is worth 25% of your final GCSE grade. You will need to complete a speaking exam which will be recorded formally and sent to the examiner. There are three tasks which MUST be completed in the following order; role play, picture based discussion, general conversation based on two themes.

To prepare for these three elements you will need to revise ALL of the module vocabulary in your year 10 AND year 11 booklets!

The speaking exam will last for 7-9 minutes for the foundation tier and 10-12 minutes for the higher tier. The preparation time allowed for both tiers is 12 minutes (you will be preparing your responses to tasks 1 and 2 in this time).

Task 1 : Role Play	Task 2 : Picture Based Discussion	Task 3 : General Conversation
<p>You will be given a card on the day of the exam which will contain a scenario based on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p> <p>You will need to prepare your answers in the preparation time before the exam starts. You may make notes but you must note write in full sentences.</p> <p>On your card you will see prompts telling you what you need to say – you need to put these into full sentences.</p> <p>Where you see a ?, you will need to ask the examiner a question. Where you see a !, you will need to respond to an unknown question.</p> <p>Foundation tier, there are 5 bullet points. You will need to ask 1 question and respond to 1 unpredictable question. You are required to speak only in the present tense or may use the conditional tense where it is more natural to do so, e.g. ‘me gustaría.’</p> <p>Higher tier, there are 5 bullet points. You will need to ask 2 questions and respond to 1 unpredictable question. You need to speak in the present tense (or you may use the conditional) and respond to 1 question in the past tense.</p>	<p>You will be given a card on the day of the exam which will contain a picture and some prompts. It could be on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p> <p>You will need to prepare your answers in the preparation time before the exam starts. You may make notes but you must note write in full sentences.</p> <p>The first bullet point will relate directly to the picture, the remaining questions will go beyond the picture but will be based on the same topic.</p> <p>Foundation tier, you will be provided with a picture and 5 bullets in French to help in preparing for the 5 questions that you will be asked during the assessment. You are allowed to ask (in French) for questions to be repeated.</p> <p>Higher tier, you will be provided with a picture and 5 bullets in French to help in preparing for the 5 questions that you will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. You are allowed to ask (in French) for questions to be repeated.</p>	<p>This part of the exam is split into 2 parts.</p> <p>The first part of the conversation opens with the topic chosen by you in advance. You will need to start the conversation by giving a small presentation on your chosen topic for up to one minute.</p> <p>Your teacher will continue the conversation on the chosen topic by asking you questions which you must answer.</p> <p>The second part of the conversation is based on a different topic which is not prepared and you will informed of the topic on the day of the exam.</p> <p>Throughout the conversation, you will need to:</p> <ul style="list-style-type: none"> ● answer questions freely and produce extended sequences of speech ● develop conversations and discussions ● give and justify your own thoughts and opinions ● refer to past, present and future events. <p>You will choose your topic in advance and will therefore have time to prepare and revise at home for the first part of the conversation. The second topic, that you will know on the day, could be on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p>

Paper two- Section B –The Economic World

KPI1- identify the key development indicators

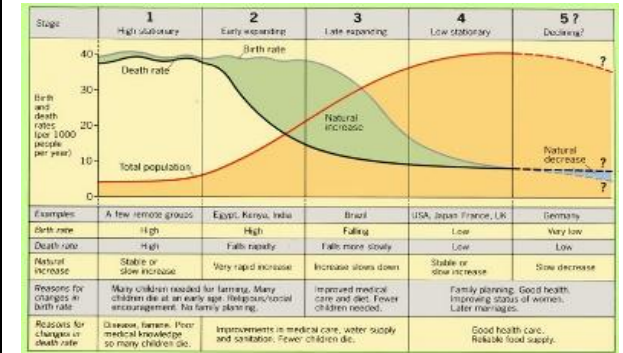
Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.
Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.

KPI2- describe global patterns of development

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living. Large majority found in Africa.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages. Large majority found in Asia.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services. The majority are in the northern hemisphere

KPI3- describe and suggest reasons for the patterns shown in the DTM

The demographic transition model shows how a country's population changes as it becomes more developed.



KPI4- describe physical and human factors affecting uneven development

Natural Resources	Natural Hazards
<ul style="list-style-type: none"> Fuel sources such as oil. Minerals and metals for fuel. Access to safe water. 	<ul style="list-style-type: none"> Risk of tectonic hazards. Benefits from volcanic material and floodwater. Frequent hazards undermines redevelopment.
Climate	Location/Terrain
<ul style="list-style-type: none"> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. 	<ul style="list-style-type: none"> Landlocked countries may find trade difficulties. Mountainous terrain makes farming difficult. Scenery attracts tourists.

Human

Aid	Trade
<ul style="list-style-type: none"> Aid can improve services such as schools, hospitals and roads. Too much reliance on aid might stop other trade links becoming established. 	<ul style="list-style-type: none"> Countries that export more than they import have a trade surplus. This can improve the national economy. Trading goods and services is more profitable than raw materials.
Education	Health
<ul style="list-style-type: none"> Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. 	<ul style="list-style-type: none"> Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so there is little contribution to the economy.
Politics	History
<ul style="list-style-type: none"> Corruption in local and national governments. 	<ul style="list-style-type: none"> Colonialism has helped Europe develop, but slowed down development in many other countries.

KPI5- describe the consequences for unequal development

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

KPI6- evaluate the techniques used to reduce unequal development

Microfinance Loans This involves people in LICs receiving small loans from traditional banks. + Loans enable people to begin their own businesses - It is not clear they can reduce poverty at a large scale.	Foreign-direct investment This is when one country buys property or infrastructure in another country. + Leads to better access to finance, technology & expertise. - Investment can come with strings attached that countries will need to comply with.
Aid This is given by one country to another as money or resources. + Improve literacy rates, building dams, improving agriculture. - Can be wasted by corrupt governments or they can become too reliant on aid.	Debt Relief This is when a country's debt is cancelled or interest rates are lowered. + Means more money can be spent on development. - Locals might not always get a say. Some aid can be tied under condition from donor country.
Fair trade This is a movement where farmers get a fair price for the goods produced. + Paid fairly so they can develop schools & health centres. - Only a tiny proportion of the extra money reaches producers.	Technology Includes tools, machines and affordable equipment that improve quality of life. + Renewable energy is less expensive and polluting. - Requires initial investment and skills in operating technology

<p>KPI 7- evaluate the successes of tourism to improve dvelopment in an LIC</p> <p>Name and Locate: Kenya is an LIC on the east coast of Africa.</p> <p>Why visit? it attracts tourists because of its tribal culture, safari wildlife, warm climate and beautiful unspoilt scenery.</p> <p>How did the Government try to increase tourist numbers?</p> <ol style="list-style-type: none">1. Visa fees for adults were cut by 50% in 2009 and scrapped for under 16’s.2. Landing fees on the coast were cut to reduce air fairs. <p>Was is successful?</p> <ul style="list-style-type: none">✓ Tourism increased from 0.9 million in 1995 to 1.8 million in 2011✓ Toursim now contibutes to 12% of the GDP✓ Nearly 600,000 people are employed in tourism✓ 24 National Parks have been set up with entry fees paying to protect the environment and wildlife <p>However.....</p> <ul style="list-style-type: none">❖ Only a small proportion of the money goes to locals. The rest is sent to HIC’s overeas.❖ Some Maasai tribes people were forced off their land❖ Tourist vehicles damage the envrionment.	<p>KPI 8- desscribe and evaluate economic development in an NEE (India case study)</p> <p>History and Landscape</p> <div><ul style="list-style-type: none">• With a population of 1.3 billion, India is the second most populous country in the world.• A diverse and fertile country, which once included the lands of today’s Bangladesh and Pakistan.• Following the Second World War, weakened British forces retreated from India, and, in 1947, India declared independence and formed its own country.• During the 1990s economic liberalization began, establishing an extensive urban middle class, and revolutionizing India into one of the fastest-growing economies in the world.</div> <p>Impacts of development in India</p> <table><tr><th>Social</th><th>Economic</th><th>Envrionmental</th></tr><tr><td>Life expectancy has increased to 68 years in 2014 Rapid expansion of hospitals in rural areas More people have moved to cities causing rural – urban migration Woman are more educated in urban areas and are getting married later and working</td><td>Many factory jobs are for unskilled, young women on minimum pay India’s middle class is growing with more manager and well paid IT jobs</td><td>India has massively increased its greenhouse gas emissions as manufacturing has grown Water pollution has happened from poor management of waste There has been a threat to ecosystems and biodiversity as more land is needed for food, cities and industry</td></tr></table> <p>What type of aid does India receive?</p> <p>Short term aid- UK sent £10 million, a rescue team and 1200 tents after the earth quake in 2001.</p> <p>Long term aid- up to 2015 India received £200 million from the UK to tackle poverty</p> <p>‘Top down’ aid- Dams have been build to generate HEP but this only imporves the economy</p> <p>‘Bottom up’ aid- WaterAid trains local people to maintain village handpumps.</p> <p>KPI9- evaluate the impact of TNC on development</p> <table><tr><th>Coca-Cola</th><th>Advantages</th><th>Disadvantages</th></tr><tr><td>Social</td><td>Coca Cola offer training and education Coca Cola runs some community schemes in Africa and South East Asia</td><td>Villages reported that the little water left was undrinkable and when used for bathing it burned their eyes and lead to skin problems</td></tr><tr><td>Economic</td><td>Coca-Cola employs more than 25,000 people in India, indirectly, Coca-Cola has created an estimated 150,000 jobs in related industries.</td><td>Employees work long hours for very little pay. Profits are returned to the shareholders, very little of the money remains in the host countries</td></tr><tr><td>Environmental</td><td></td><td>Coca-cola drew around 510,000 litres of water each day from boreholes and open wells leading to water shortages in many areas</td></tr><tr><td>Solutions</td><td colspan="2">Coca-Cola say they have replenished approximately 93% of the groundwater they use through the creation of rainwater harvesting structures, restoration of ponds and traditional water bodies and interventions focused on improving water use efficiency in agriculture Coca-cola have improved their water use efficiency by 14% since 2004 and state they are continuing to invest in new innovations and plant processes to help make even more improvements</td></tr></table>	Social	Economic	Envrionmental	Life expectancy has increased to 68 years in 2014 Rapid expansion of hospitals in rural areas More people have moved to cities causing rural – urban migration Woman are more educated in urban areas and are getting married later and working	Many factory jobs are for unskilled, young women on minimum pay India’s middle class is growing with more manager and well paid IT jobs	India has massively increased its greenhouse gas emissions as manufacturing has grown Water pollution has happened from poor management of waste There has been a threat to ecosystems and biodiversity as more land is needed for food, cities and industry	Coca-Cola	Advantages	Disadvantages	Social	Coca Cola offer training and education Coca Cola runs some community schemes in Africa and South East Asia	Villages reported that the little water left was undrinkable and when used for bathing it burned their eyes and lead to skin problems	Economic	Coca-Cola employs more than 25,000 people in India, indirectly, Coca-Cola has created an estimated 150,000 jobs in related industries.	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The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.</p> <table><tr><th>Causes of Economic Change</th><th>Towards Post-Industrial</th></tr><tr><td>De-industrialisation and the decline of the UK’s industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.</td><td>The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.</td></tr></table> <p>Bristol and Bath science park</p> <p>Located on the Bristol ring road near Emersons green the Bristol and Bath science park is ideally situated for all commuters.</p> <p>How is is sustanable?</p> <p>2,200 meters of hedgerows and trees have been retained across the Park. Footpaths, cycle paths, electric car charging points and sheltered bus stops as well as electric and Brompton bikes available for tenant use. 200 square meters of solar panels aim to provide between 10-15% of the buildings energy requirements including a solar water heating system. A biomass boiler supports energy requirements, using locally sourced wood chip.</p> <p>Change to a Rural Landscape - South Cambridgeshire</p> <p>Cambridge is one of the fastest growing cities in the UK. Current population is 155,000 but will increase to 175,000 by 2026.</p> <table><tr><th>Social</th><th>Economic</th></tr><tr><td>Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.</td><td>Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.</td></tr><tr><td>Improvements to Transport</td><td>UK North/South Divide</td></tr><tr><td>A £15 billion ‘Road Improvement Strategy’. This will involve 10 new roads and 1,600 extra lanes. £50 billion HS2 railway to improve connections between key UK cities. £18 billion on Heathrow’s controversial third runway. UK has many large ports for importing and exporting goods.</td><td>- Wages are lower in the North. - Health is better in the South. - Education is worse in the North. + The government is aiming to support a Northern Powerhouse project to resolve regional differences. + More devolving of powers to disadvantaged regions.</td></tr></table>	Causes of Economic Change	Towards Post-Industrial	De-industrialisation and the decline of the UK’s industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.	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Hair Module 4- Responding to a design brief

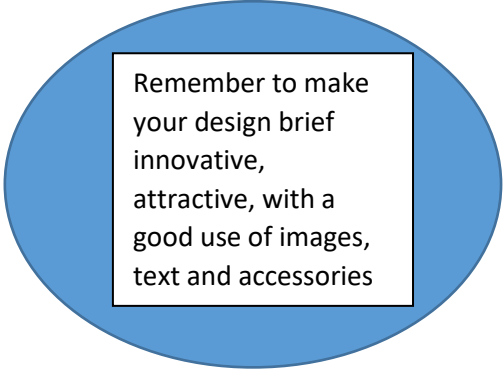
Key terms to help you with your coursework:

What is a design brief?	A set of instructions to help you understand what needs to be designed
Types of hair and beauty design briefs	Wedding, proms, Charity events, fashion shows, photo shoots, magazines, leaflets, characters for a film or show, scenes, settings.
What does analysing mean?	Examine (something) methodically and in detail, typically in order to explain and interpret it:
Investigating and analysing images	To examine an image in detail and analyse who would have been involved, what could have been on the design brief.

How do you think hair and beauty professionals begin to develop ideas around a design brief? Where would you look for inspiration?

Sources of information and developing design ideas.

- Books and magazines
- The internet
- TV and film
- The theatre
- Historical archives
- Paintings and drawings



Remember to make your design brief innovative, attractive, with a good use of images, text and accessories

Things to consider:

- Timescales
- Target audience
- Feasibility
- How could you present your ideas
- Types of materials and media needed
- The look and feel of your design brief
- Justification of ideas

Life stage	Age Range
Infancy	0-2 years
Early Childhood	3-8 years
Adolescence	9-18 years
Early Adulthood	19-45 years
Middle Adulthood	45-65 years
Later Adulthood	65+

Infancy 0-2 years

- Walk/ crawl/ reflexes / gross/ fine motor
- Talk
- Ask questions
- Thinking skills
- Positive and negative emotions
- Attachment / bonding
- Play/ learn to socialise

Early Childhood 3-8 years

- Gross and fine motor skills
- Vocabulary increases
- Curiosity
- Problem solving
- Can control emotions
- Independent in some areas
- New social skills develop

Adolescence 9-18 years

- Growth spurt
- Puberty
- Motor development
- Problem solving
- Learning more/ stress/ exams
- Mood swings - self consciousness

Early/middle Adulthood 19-65+

- Growth in body fat
- Menopause
- Increase strength and stamina
- Intellectual skills increase
- Achievements / family/ marriage
- Sexual relationship

Areas of Development	
Physical	This includes growth which means an increase in size, and motor development, which means being able to make movements. Two motor developments are Fine Motor and Gross Motor Skills. Fine Motor = the use of smaller muscles e.g. fingers. Gross motor = using larger muscles such as arms and legs.
Intellectual	The development of thinking abilities.
Emotional	This involves developing positive and negative feelings about everyday situations.
Social	This means developing the skills and routines that enable people to get along with each other.

Later Adulthood 65+

- Shorter in height
- Reduced strength
- Thinking becomes less flexible
- Lonely/socially isolated
- Death/ bereavement
- Weight loss
- Short term memory

Growth	An increase in physical size (GIPS)
Development	An increase in skills, emotions and abilities (DISEA)
Life Stage	A defined period of growth and development e.g. adolescence, childhood...
Life Span	The time between a person's birth and death
Developmental norms	The ways in which people grow and develop tend to follow a pattern e.g. baby can sit unaided at 6 months, menopause for women (45-55 years)
Milestones	The expected growth and development in the life stages e.g. sitting unaided at 6 months, menopause for women (45-55 years)
Self esteem	How you value yourself
Self image	How you see yourself
Self concept	Both self esteem and self image combined
Norm for one's age	The average for his/her age

Influence on human growth and development:

- Depends on the genes we gain from our parents
- The lifestyle factors we choose e.g. diet, smoking, alcohol etc..
- Influence of the environment
- Relationships and family
- Income
- Culture
- Religion



Expected and unexpected



	expected	unexpected
starting a new school	✓	
physical injury or illness		✓
starting work	✓	
the death of a friend or relative		✓
going through puberty	✓	
getting married	✓	
the birth of a brother or sister	✓	

	expected	unexpected
bankruptcy		✓
divorce or the breakdown of a serious relationship		✓
going through the menopause	✓	
redundancy		✓
unemployment		✓
retirement	✓	
winning the lottery		✓

Professional or Formal

1. GP	Prescribe medication, refer to hospital and further support, talk through symptoms, offer advice, give encouragement
2. District nurse	Give medication (NOT prescribe), change dressings, give injections, give encouragement, talk to patient, refer patient to other professional support if needed
3. Social Worker	Offer support to a later adult if unable to look after him/herself in own house Check that children are well cared for and safe
4. Counsellor	Talk through problems, offer advice, can refer to other support
5. Dietician	To talk through problems, to help set up a diet plan (having analysed old eating routine), monitor new diet, exercise plan alongside
6. Physiotherapist	To help patient move limbs after an operation, offer support and encouragement, exercises at home to improve mobility
7. Pharmacist	To give advice for minor illnesses, to offer support and encouragement, to encourage a patient to refer themselves to further professional support
8. Home care assistant	To help a patient get in/out of bed, to help wash/bathe, to help with food and cooking, to help with daily jobs, to help with cleaning

Informal

1. Partner	Talk to person, refer person to professional support and take person out to make them feel better. Encourage them to stop smoking and exercise etc...
2. Family (children)	Behave to take pressure off parent, help with jobs around house, work hard in school to take pressure off parents, take a part-time job if old enough
3. Family (adults)	Take person out, cook for them, help out with jobs around house, refer person to professional support
4. Neighbour	Talk to person, help with shopping, take person to hospital/shops by car, cook for them, refer person to professional support
5. Work colleagues	Talk to person, help with shopping, take person to hospital/shops by car, cook for them, refer person to professional support

Voluntary

1. Priest/vicar	Talk to person, pray for person, seek professional support for person if necessary, visit person
2. Citizens Advice Bureau	Talk to person and offer legal advice
3. Childline	Talk to child and encourage child to seek support where necessary

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	Required Content
<u>Elizabethan government</u> How successful was the government of Elizabeth I?	<i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</i>
<u>Lifestyles of rich and poor</u> How did life differ for the rich and poor in Elizabethan times?	<i>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i>
<u>Popular entertainment</u> What were the most popular types of entertainment in Elizabethan times?	<i>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</i>
<u>The problem of religion</u> How successfully did Elizabeth deal with the problem of religion?	<i>Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way'; Acts of Supremacy and Uniformity; reactions to the Settlement</i>
<u>The Catholic threat</u> Why were the Catholics such a serious threat to Elizabeth?	<i>Early toleration; excommunication in 1570; recusancy; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</i>
<u>The Spanish Armada</u> How much of a threat was the Spanish Armada?	<i>Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</i>
<u>The Puritan threat</u> Why did the Puritans become an increasing threat during Elizabeth's reign?	<i>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</i>

ELIZABETH 1: Elizabethan Government		KPI 2 Elizabeth's Role				
TIMELINE		Elizabeth's coronation On 15 th January 1559 Elizabeth was crowned in Westminster Abbey. She had travelled through London on a ceremonial barge and took part in a coronation procession dressed in her fine coronation robes. The coronation was designed to show off the power of the monarch.	Elizabeth's popularity During the reign of Mary I over 300 protestants had been burnt at the stake, including Archbishop Thomas Cranmer. Many hoped Elizabeth would be a fairer and more popular monarch. Elizabeth took great care in her appearance, hoping to project an image of majesty and power.	Portraits Elizabeth used royal portraits to project an image of royal authority. After catching small pox in 1562, Elizabeth's was scarred, but the portraits did not show this. They were a means of propaganda, creating an image of a powerful, ageless monarch.	Royal progresses For 10 weeks each summer, Elizabeth went on royal progress, touring the countryside and staying with important noble families. This was a method of propaganda to ensure that Elizabeth was seen by her subjects, though she never went to the North or Wales.	
1533	Elizabeth born to Henry VIII and Anne Boleyn					
1547	Henry VIII dies; Edward VI becomes king					
1553	Edward VI dies; Mary I becomes queen					
1554	Wyatt's rebellion, Elizabeth sent to live in Oxfordshire					
1558	Mary I dies; Elizabeth I becomes queen					
Jan 1559	Elizabeth's coronation	KPI 3 The Royal Court				
1559	First Parliament meets for three months	The Royal Court The Royal Court was the group of people who surrounded the Queen. This included Privy Councillors, advisors, servants, and ladies-in-waiting. The Royal Court was based London but accompanied Elizabeth on progress.	Patronage The Queen ensured the loyalty of her advisers through a system of patronage. Nobles came to court in the hope of being given an important role in government. Nobles were supportive because they knew that power depended on the Queen.	Factions The patronage system created rivalries. William Cecil and Robert Dudley, led different factions, divided by religious belief and ideas about foreign policy. In her later years, Elizabeth learnt to control factions.		
1562	Elizabeth catches small pox					
1587	Elizabeth stops Parliament discussing religion					
1601	Robert Devereux, Earl of Essex, executed					
KPI1 Elizabeth's life before becoming queen		KPI 4 The Privy Council				
Henry VIII 1509-1547 Henry fell in love with Elizabeth's mother, Anne Boleyn, in 1527. In order to marry her, and divorce his wife, Catherine of Aragon, Henry needed the permission of the Pope, but this was refused. When Anne became pregnant in 1533, Henry broke away from the Catholic church and granted himself a divorce. However, when Elizabeth was just two, Henry heard that Anne was unfaithful to him and had her executed.	Edward VI 1447-1553 Under Elizabeth's brother, Edward, England became more Protestant. Mary I 1553-1558 Mary, Elizabeth's older sister, was a Catholic and began to undo all the religious changes made by Henry and Edward. Protestants who refused to convert were burnt at the stake. Elizabeth was suspected of being part of Wyatt's Rebellion against Mary. Although she escaped death, Elizabeth was sent away to Oxfordshire.	The Privy Council was a group of advisers appointed by the Queen. They met regularly to advise the Queen on policy and to watch over the day-to-day running of government. Officers of the Privy Council were amongst the most powerful people in England. They included:	Sir William Cecil Advised Elizabeth during Mary's reign and appointed Secretary of State in 1558. Cecil managed Parliament and government finances for over 40 years. A moderate Protestant.	Sir Christopher Hatton Previously an adviser to Mary but a moderate Protestant. Responsible for organising the Royal Progress. Became Lord Chancellor in 1587 until death in 1591.	Robert Devereux, Earl of Essex Military commander who led attacks on Spain and the Netherlands. Often argued with Elizabeth and was executed in 1601 after trying to dismiss other councillors. Puritan.	
			Robert Dudley A Puritan and rival of Cecil. Close friendship with Elizabeth led to rumours of an affair. Commanded English army in the Netherlands in 1585 but had limited success.	Sir Francis Walsingham A radical Puritan. Well-educated at Cambridge. Ran Elizabeth's secret service and organised spy network across Europe. Uncovered a plot to murder Elizabeth in 1586.	Robert Cecil Son of William Cecil, took over from Walsingham in 1590. Responsible for overseeing the succession of James VI of Scotland to the English throne after Elizabeth's death in 1601.	
		KPI 5 Local Government				
Archbishop Catholic Coronation County Faction Noble Parliament Patronage Pope Protestant Puritan Wyatt's Rebellion	Leader of the Church in England Christian who follows the Pope Ceremony crowning a new king or queen A part of England A group of politicians Wealthy landowner Partly elected body set up to debate new laws Giving rewards/jobs in return for loyalty Head of the Catholic Church Christian who rejects the Pope An extreme Protestant 1554 uprising against Mary I	The Lord Lieutenant kept the queen informed about local affairs. Supervised the Justices of the Peace . One per county.	The Sheriff was responsible for legal affairs such as taking prisoners to court.	Justices of the Peace (JPs) oversaw law and order as well as poor relief. Usually wealthy gentlemen. 30-60 per county.	The Parish Constable was an unpaid post. Helped the JPs with their duties. Usually a farmer.	The overseer of the poor helped JPs by collecting the poor rate and giving money to the most needy.
		KPI 6 Parliament				
		Parliament was divided into the House of Lords (100 Lords and Bishops) and the House of Commons (450 MPs elected by wealthy landowners). Elizabeth called Parliament 13 times between 1558 and 1601.	Elizabeth called Parliament when she needed: <ul style="list-style-type: none">- Money for war. Only Parliament could raise taxes.- To pass an act of parliament to make a law- The support and advice of MPs and Lords		Although MPs had freedom of speech in theory, Elizabeth often stopped them discussing foreign policy and religion. However, Elizabeth inherited £227,000 of debt from Mary and needed Parliament to raise money.	

ELIZABETH 2: Rich and Poor		The Rich	The Gentry	The Lower Classes	
KPI 7 Social Structure		<p>The rich became richer during Elizabeth’s reign. They had gained more land during the dissolution of the monasteries and exploited it by renting it out, sheep farming, or mining.</p> <p>KPI 8 Homes</p> <p>Many landowners used their wealth to build grand mansion houses. New building styles, such as chimneys decorated with a twisted pattern of bricks, transformed homes from defensive structures into fashionable homes. The new homes were designed to separate rich families from their servants, who lived and worked in a separate servants’ wing. The servants’ wing and the family wing were separated by the Great Hall, where people ate and worked, and the Long Gallery, which was used for music and dance and decorated with portraits. Also, whereas previously gardens had been for providing food, the new mansions had landscaped gardens for walking. Examples include Longleat Hall (Wiltshire) and Hardwick Hall (Derbyshire). Historians have called this period ‘The Great Rebuilding’.</p> <p>KPI 9 Fashion</p> <p>Nobles dressed to show off their status. Men wore doublets made of the finest materials, such as silk and velvet. Embroidered jerkins were also worn, along with stiffened ruffs. When outdoors, noblemen wore satin cloaks, hats, and a sword. Women wore sleeveless satin gowns over petticoats with wooden hoops sewn into them to keep the gown splayed out. Jewellery such as bracelets, earrings, and rings helped to project status.</p> <p>KPI 10 Education</p> <p>Sons were tutored at home, mostly being educated in the classics. Boys learnt the fashionable sports of hunting and hawking. Daughters were taught how to run a large house.</p>	<p>The gentry class attempted to copy the new styles of the rich, although on a less grand scale.</p> <p>KPI 8 Homes</p> <p>The wealthier gentry rented out a large part of their land and so had a source of regular income to improve their homes. They copied the trend to develop medieval defensive structures to fashionable homes. Ceilings were inserted and tapestries hung on the walls. Upper floors were added which were used as bedrooms. The former great hall was converted into a private dining room and servants had to live and work in back rooms.</p> <p>KPI 9 Fashion</p> <p>The gentry followed the fashions of the rich. However, they often lacked the fine materials or jewellery that the wealthy wore. Fashion was seen as an important way to display social status.</p> <p>KPI 10 Education</p> <p>The sons of the gentry often attended grammar schools. The number of grammar schools increased in Elizabeth’s reign and there were around 360 grammar schools by 1601. The school day lasted from 7am to 5pm and boys learnt Greek and Latin. Some then progressed to Oxford and Cambridge universities whilst others went to study law in London. Boys were taught to be ‘perfect’ gentlemen and were expected to take part in new pastimes such as tennis.</p>	<p>Farmers and labourers worked long hours, from 5am to 5pm. Life expectancy was low and only a few children lived beyond 5, with many dying from diseases such as small pox.</p> <p>KPI 8 Homes</p> <p>A poor man’s cottage usually had just one room, often shared with animals. It had an earth floor and walls made of timber and mud. The room was furnished with just a bed, a table, and some stools. Those who earned a little money could add separate bedrooms, brick chimneys, and glazed windows.</p> <p>KPI 9 Fashion</p> <p>Men wore leather shoes, knitted woollen socks, leather breeches, a jerkin and waistcoat made of fustian, and a felt hat. Women wore a petticoat, mantle, doublet, ruffs, and a cap on the head. Members of the lower classes had very few changes of clothes due to their poverty.</p> <p>KPI 10 Education and Leisure</p> <p>The lower classes received little or no education. The poor could not generally afford to send their children to school, but the few who did attend were taught basic reading and writing in English. What little leisure time they had was spent in the inn or tavern, gambling in cock or bear baiting rings, or playing cards or dice. Fishing and archery, as well as watching plays performed by strolling players, were common pastimes.</p>	
The Rich	The Monarch Used patronage to keep nobles loyal				
	Nobles and Lords About 50 families owning 17% of cultivated land. Each family had an income of up to £6000 per year.				
The Gentry	Gentry Smaller landowners (10,000 families) with an income of £200 per year.				
	Wealthy Merchants and Professionals Businessmen (30,000 families) and middle-class professionals including lawyers and teachers.				
	Yeomen and Tenant Farmers Farmers who owned or rented a small amount of land (10-30 acres). Around 100,000 families.				
The Lower Classes	Skilled Artisans Men with a skill or trade				
	Landless Unskilled Labourers Seasonal workers, unemployed during certain times of year. Very poor: 30% of the entire population lived on the edge of starvation.				
KPI 11 Poverty in Elizabethan Times		KPI 12 Government attempts to deal with poverty			
<p>Poverty increased during Elizabeth’s reign, with a sharp increase in the number of vagrants and unemployed for a number of reasons:</p> <ol style="list-style-type: none">Population increased from 2.7m in 1540s to 4.1m in 1601Bad harvests in 1556 and 1596This led to inflation and wages did not rise as fastDissolution of the monasteries meant less charityWars with France and Spain caused an increase in taxes <p>The government divided the poor into two categories:</p> <ol style="list-style-type: none">‘impotent poor’ - unable to work and in need of relief‘able-bodied poor’ - able to work but couldn’t/wouldn’t find it, needed encouragement/force to stop vagrancy <p>There were about 10,000 vagrants wandering the countryside, including Abraham-men (pretended to be man) and Hookers (who used hooked sticks to steal from houses).</p>		1563 Statute of Artificers: Compulsory for boys to serve 7-year apprenticeship + maximum wage limit. Impact: Reduced vagrancy, tied men to one area			
		1572 Vagabonds Act: Penalties for vagrants, local people to pay poor rate, Overseers of the Poor appointed to help JPs. Impact: Harsh penalties but nothing to remove causes of poverty			
		1576 Act for the Relief of the Poor: JPs provide work and build Houses of Correction for those who refused. Impact: Help for able-bodied but nothing to remove causes of poverty			
		1598 Act for the Relief of the Poor: 4 Overseers per parish to manage compulsory poor rate + poor children to learn craft. Impact: Provided jobs, helped those in need but temporary			
		1598 Act for the Punishment of Rogues: JPs set up Houses of Correction for vagabonds, begging punished by whipping. Impact: Contained vagrancy and reduced social unrest			
		1601 Act for the Relief of the Poor: Made the 1598 Relief of Poor permanent. Impact: Government shows responsibility towards the poor and set up framework to deal with poverty			

ELIZABETH 3: Popular Entertainment		KPI 13 Cruel Sports	KPI 14 Entertainment enjoyed by the rich	KPI 15 Development of the Elizabethan Theatre	
1572	Ban on strolling players without licence	<p>Cruel sports or 'blood sports' were watched by both rich and poor and attracted large audiences, many of whom placed bets on the fights.</p> <p>Bear- and Bull-baiting Bear-baiting involved dogs attacking a chained bear in a large arena. Spectators could bet on which dog would survive the longest. The most popular arena was the 'Bear Garden' in London, which could sit over 1000 people. The Queen enjoyed bear-baiting and stopped MPs from banning it in 1585. A bull was often used in place of a bear.</p> <p>Cockfighting Cockfighting involved spectators betting on a fight between two cockerels. Most towns had a cockfighting pit.</p>	<p>Hunting Wealthy nobles had their own deer parks and deer hunting on horseback was very popular. Great hunt picnics were often arranged.</p> <p>Hawking Hawking involved training a hawk to kill rabbits and pigeons and then return. The upper classes were the only people allowed to breed hawks. The poor used kestrels.</p> <p>Archery Men over 24 were expected to practice archery on a Sunday afternoon using a long bow or crossbow.</p> <p>Dancing The rich employed musicians to play foreign dance tunes such as the <i>slow paven</i> or <i>gavotte</i>.</p> <p>Ball Games Tennis became very popular amongst the rich, played with either a racket or hand. The lower classes played a popular rough game: football. There was no pitch and no limit on the number of players. Fights and deaths were common.</p>	<p>There were no theatres in England in 1558. By 1603, Elizabeth's death, there were theatres across the country.</p> <p>Bands of Strolling Players Before Elizabeth's reign, groups of actors toured the country, performing in inns and market squares. Rich families sometimes had private showings at home. A common theme was the adventures of Robin Hood because it showed the poor triumphing over the rich.</p> <p>Formation of Theatre Companies The authorities feared strolling players spreading popular unrest and that large gatherings at plays spread disease. In 1572 strolling players without a licence from the Lord Chamberlain were banned. This led to the formation of more organised theatre companies such as The Queen's Men (1583) and The Lord Chamberlain's Men (1594).</p> <p>Building the First Theatres As plays became popular, inns became too small to stage them. In 1576 James Burbage, an actor, built the first theatre, called The Theatre, in London. Other theatres followed, including the Globe Theatre in 1599. Theatres were built just outside London because of worries about public health.</p> <p>Theatre Design Theatres were round with an open space in the centre containing a raised stage. The back of the stage was finely painted but apart from that there was no set. To the audience, the stage mirrored the universe: beneath the stage, through a trap door, was hell; the stage was the real world; and above the stage was a canopy representing heaven. There were no lights so plays were in the afternoon. Prices were low so the poor could afford to stand in the centre; a few pennies more could buy a seat in the gallery, under cover.</p>	
1576	James Burbage opens The Theatre				
1583	The Queen's Men set up				
1585	Queen stops MPs banning bear-baiting				
1589	Marlowe writes Doctor Faustus				
1594	The Lord Chamberlain's Men set up				
1595	Shakespeare writes Romeo and Juliet				
1598	Edward Alleyn retires from acting				
1599	The Globe Theatre opens				
1601	Elizabeth watches <i>Twelfth Night</i>				
Authorities Comedies Cruel sports Gallery Gavotte Inns Licence Lord Chamberlain James Burbage Professional Playwrights Slow paven Strolling players Tragedies	The government Funny humorous plays Betting of fighting animals Covered part of the theatre A popular dance Pubs Permission from government Royal official in charge of the royal household Actor who built first theatre People paid for their job People who write plays A popular dance A wandering group of actors Sad, dramatic plays	KPI 15 Elizabethan Actors	KPI 15 Elizabethan Playwrights		
		Professional actors were expected to play multiple parts, sing, dance, and play musical instruments. Women were not allowed to act so men played female parts.	The building of more theatres required new plays to be written. Elizabeth's reign has come to be seen as a 'Golden Age' of English drama.		
		<p>Richard Burbage Son of theatre-builder James Burbage. A tragic actor, he played leading roles in many of Shakespeare's plays.</p> <p>Edward Alleyn A tragic actor who played leading roles in Marlowe's plays, including Dr Faustus. Retired at the height of his fame in 1598.</p> <p>Thomas Pope A member of The Lord Chamberlain's Men. A great comedian and acrobat who worked closely with Shakespeare.</p>	<p>William Shakespeare The most important playwright of Elizabeth's reign. He wrote at least 37 plays in a variety of styles: comedies, tragedies, and historical dramas. Shakespeare's plays were popular with ordinary people and with the Queen. His most popular plays were <i>Romeo and Juliet</i> (1595), <i>Hamlet</i> (1599), and <i>Twelfth Night</i> (1601).</p> <p>Christopher Marlowe Marlowe played a leading role in the development of the 'tragedy' play. His most famous play was <i>Doctor Faustus</i> (1589). In 1593 Marlowe was stabbed to death in a pub brawl.</p> <p>Ben Jonson Jonson was an important figure in the development of comedic plays. His most famous play was <i>Every Man in his Humour</i> (1598).</p>	<p>Support for the theatre Elizabeth was a lover of the theatre and enjoyed the plays of Marlowe and Shakespeare, watching <i>Twelfth Night</i> in 1601.</p> <p>The theatre was also popular because playwrights produced gripping dramas and colourful characters.</p> <p>The authorities also used plays as propaganda. <i>The Alarum for London</i>, for example, showed Catholic Spanish soldiers killed Protestants and was designed to encourage anti-Spanish feeling during times of war.</p>	<p>Opposition to the Theatre The authorities opposed the theatre because it attracted large crowds. Large crowds meant crime and the possibility of unrest. As a result, they objected to theatres in the city centre.</p> <p>The Puritans - a growing religious group - also opposed the theatre, considering it to be the work of the devil. They wanted plays to be banned because they distracted people from living simple, pure religious lives. They thought actors were villains.</p>

ELIZABETH 4: The Problem of Religion			KPI 16 Religious Beliefs in England			KPI 19 Elizabeth's Religious Settlement						
1559	Act of Supremacy and Act of Uniformity		CATHOLIC 1 Pope head of church 2 Cardinals and bishops help lead the church 3 Bible and services in Latin 4 Highly decorated churches and priests wear vestments 5 Priests should not marry 6 Transubstantiation: during communion the bread and wine turned into the bread and body of Christ	PROTESTANT 1 Queen head of church 2 Archbishops and bishops help lead the church 3 Bible and services should be in English 4 Little decoration of churches and no vestments 5 Priests should be allowed to marry 7 Did not believe in transubstantiation, but thought bread and wine helped remember Christ's suffering	PURITAN 1 There should be no head of the church 2 Churchgoers should elect committees to run the church 3 Church services should be simple and easy to understand 4 No decoration of churches or vestments 5 No transubstantiation	In 1559, Elizabeth presented her religious settlement to Parliament. She adopted a via media or 'middle way' which created a church with both Protestant and Catholic practices, rejecting Puritanism. After four months of discussion, Parliament passed two important acts: Act of Supremacy 1559 1 Elizabeth replaced the Pope as head of the Church becoming 'Supreme Governor of the Church' 2 All important judges, clergy, and MPs had to swear oath of loyalty accepting Elizabeth's title 3 Bishops would help Elizabeth govern the new church Act of Uniformity 1559 The Act of Uniformity had some elements of Protestant belief: 1 Edward VI's Protestant Prayer Book to be used in all services 2 The Bible in English 3 Rejection of Transubstantiation 4 Clergy were allowed to marry But it also kept some Catholic practices: 5 Churches were allowed to be decorated 6 Priests had to wear vestments including the surplice In addition, recusants had to pay a fine of 1 shilling every time they missed church. The settlement was confirmed in 1563 with the Thirty-nine Articles, which rejected Catholicism. Elizabeth also put in place measures to enforce her settlement: Royal Injunctions 1559 The Royal Injunctions ordered the clergy to condemn Catholicism, report recusants to JPs, ensure that all churches had an English Bible, to wear vestments including the surplice The Visitations Elizabeth appointed 125 commissioners to make sure priests were enforcing the settlements. Over 400 clergy were sacked between 1559 and 1564, many of them Catholics. The Episcopacy - the role of the bishops Elizabeth favoured the use of bishops and rejected the model set up by Calvin which replaced bishops with elected ministers. Elizabeth's changes caused Catholic bishops to resign but many of the Protestants who replaced them held Calvinist views and wanted further reform.						
1559	Royal Injunctions											
1563	Foxe's <i>Book of Martyrs</i> published											
1563	Council of Trent ends											
1563	Thirty-nine Articles											
1566	Vestments Crisis											
1571	Catholic Ridolfi Plot against Elizabeth											
Archbishop of Canterbury Authority Bishop Calvin Cardinal Catherine Parr Catholic Clergy Communion Compromise Council of Trent Doctrine Episcopacy Excommunicate Foxe's <i>Book of Martyrs</i> Injunctions JPs Latin Matthew Parker MPs Parliament Prayer Book Protestant Puritan Pope Recusants Reform Restored Ridolfi Plot Surplice Transubstantiation Vestments Via Media	Leader of the Church in England Power Important position in Church Protestant thinker Important position in Church Henry VIII's sixth wife Christian who follows the Pope Anyone who works for Church Important Christian service To meet in the middle Catholic meeting Religious belief Rule by the bishops Banish from Catholic Church Book detailing gory deaths of Protestants under Mary I Things you have to do Justices of the Peace Language of Catholics Eliza's Archbishop of Cantab Members of Parliament Body debating new laws What is read out in church Christian who rejects Pope Extreme Protestant Head of the Catholic Church People who refused to go to Church Protestant change Brought back Catholic attack on Elizabeth White linen robe Key Catholic belief Priests' traditional clothes Latin for 'Middle Way'	KPI 17 Religious Policy in England before 1558			KPI 20 Reactions to the Settlement							
		Henry VIII - Ended 1000 years of Catholicism in England by making himself head of the Church in England - Introduced an English Bible but didn't change church services - Remained a Catholic himself but many Protestants lived in England					Edward VI - Influenced by Protestant advisors - Introduced a new Protestant Prayer Book in 1549 - Required church services to be in English, not Latin - All images in churches torn down - Allowed priests to marry			Mary I - Restored the authority of the pope as head of the church - Required church services to be in Latin again - Introduced Catholic doctrine - Separated priests from their wives - Burnt Protestants who refused to become Catholic		
		KPI 18 Factors for Elizabeth to consider										
		Personal Beliefs: Brought up Protestant by Matthew Parker and Catherine Parr. However, liked decorations in churches and opposed priests marrying. Wanted a compromise settlement that could unite her people. France: Ruled by Catholic Francis II and his wife, Mary Stuart of Scotland, who many Catholics considered to be the true queen of England. Spain: King Philip II was a strong Catholic and hated Protestantism. Scotland: Ruled by Mary of Guise, the mother of Mary Stuart. Many Scottish nobles were firm Protestants and didn't want more Catholicism. The Pope: Might excommunicate Elizabeth if she rejected Catholicism which would mean that the English people might not obey her in the future The English People: Lots of MPs were Protestant but most people were quite Catholic as were many of Elizabeth's powerful nobles										
		KPI 19 Elizabeth's Religious Settlement										
			At Home			Abroad						
			In the 1560s, most people accepted the new church, for example: - The Archbishop of Canterbury Matthew Parker was moderate and respected - Less than 3% of clergy refused to swear loyalty to Elizabeth - Protestant books such as Foxe's <i>Book of Martyrs</i> (1563) showed how bad things had been under Mary, encouraging support for Elizabeth However, later in Elizabeth's reign more opposition emerged, for example: - During the Vestments Crisis in 1566, 37 Puritan priest were dismissed because they refused to wear vestments - During the 1570s and 1580s, Catholics began to plot against Elizabeth, such as the 1571 Ridolfi Plot			In the 1560s, foreign reaction was very limited. - A civil war in France meant that Philip and Mary showed little interest - Philip of Spain wanted good relations with England so hoped the settlement wouldn't last - The Pope also kept quiet, hoping the changes would be overturned and Catholicism restored However, a meeting of leading Catholics at the Council of Trent ending in 1563 led to calls for the excommunication of Elizabeth and from the 1570s both the Pope and Spain were involved in plots to overthrow Elizabeth.						

ELIZABETH 5: The Catholic Threat			KPI 21 Early Toleration		KPI 22 Recusancy		KPI 26 Mary, Queen of Scots	
1559	Elizabeth's religious settlement		Elizabeth's 1559 religious settlement was tolerant towards Catholics because: - Most of the population was still Catholic - Catholic powers like France and Spain might intervene if she was strict - She worried that powerful Catholic nobles would rebel However, Catholic opposition forced her to become stricter.	Catholics rebelled against Elizabeth's settlement by refusing to attend church. The main recusant groups were: The Seminary Priests: In 1568, William Allen set up a college in Douai in Flanders to train Catholic priests to return to England. 438 were sent to England. Jesuits: Jesuits' main aim was to destroy Protestantism and they were willing to die for their cause. Arrived in England from 1580 and encouraged Catholics to reject Elizabeth. Edward Campion, the most famous Jesuit, was tortured and executed in 1581. Elizabeth's response to recusancy grew stricter: 1581: Recusancy fine increased to £20 and converting people now treason 1585: All Jesuits and Seminary Priests must leave the country or be killed 1591: Catholics forbidden from gathering or moving more than 5 miles from home			As Elizabeth's cousin and a devout Catholic, Mary posed a significant threat to Elizabeth.	
1568	Mary, Queen of Scots arrives in England						Mary sent to France Mary's father died when she was a few days old and she was crowned Queen of Scotland, advised by her mother. In 1548 she was sent to be educated as a Catholic in France. She married King Francis II of France but he died in 1560.	Mary returns to Scotland In 1561, Mary returned to Scotland. However, in her absence, Protestant nobles had rebelled against her mother and, after a French army failed to defeat them, Mary had to go along with their rule, following a Protestant policy.
1568	Seminary college set up in Douai							
1569	Rebellion of the Northern Earls							
1570	Pope issues Papal Bull							
1571	Treason Act							
1571	The Ridolfi Plot							
1581	Edward Campion executed							
1581	Recusancy fine increased to £20		KPI 23 The Rebellion of the Northern Earls, 1569			KPI 24 Excommunication, 1570		
1583	The Throckmorton Plot		Causes Unmarried, Elizabeth had no Protestant heir. Catholic nobles the Earl of Northumberland and the Earl of Westmoreland wanted to replace her with Mary, Queen of Scots, who they planned to marry to the Duke of Norfolk. When Elizabeth heard of the scheme and summoned the earls to London, they refused and rebelled.	Events In Nov 1569, 4,600 rebels marched into Durham and held mass in the cathedral. They marched south but fled from the Queen's army led by the Earl of Sussex. The earls fled to Scotland in Jan 1570. Northumberland was executed in 1570 and Westmoreland fled to Flanders. Elizabeth executed over 800 rebels.	Reasons for Failure 1. Poor leadership: the rebel leaders lacked a clear plan 2. No foreign support: Philip of Spain was unwilling to support Mary because he feared she would support France, not him, if she became Queen 3. Elizabeth's popularity: few wanted Mary to replace Elizabeth or wanted the Pope to return as head of the church	The Papal Bull Pope Pius V issued a Papal Bull in February 1570 which excommunicated Elizabeth and called upon all Catholics to remove her. This provided an excuse for rebellion and foreign invasion. Elizabeth's Response Elizabeth issued the 1571 Treason Act which: 1 Made it treason to declare that Elizabeth was not the lawful Queen, 2 Made it treason to publish the Papal Bull, 3 Allowed Elizabeth to confiscate property from Catholic exiles Elizabeth also set up a new Council of the North which reduced the powers of the northern earls.	Mary and Bothwell In 1567, Darnley was found dead and Bothwell was accused of his murder. Three months later, Bothwell was found not guilty and married Mary.	Mary and Darnley Mary married, Lord Darnley in 1565 but the marriage was not happy. When Darnley fell ill, Mary nursed him although she had a new lover: the Earl of Bothwell.
1585	All Jesuits required to leave England							
1586	The Babington Plot							
1587	Mary, Queen of Scots executed							
1591	Catholics forbidden from gathering							
Abdication Confiscate Council of the North Death Warrant Douai Duke of Norfolk Durham Earl Excommunicate Exiles Flanders Heir Intervene Jesuits Mass Papal Bull Philip of Spain Recusancy Seminary Tolerant Treason Walsingham William Cecil	A monarch giving up the throne Take away Group enforcing the Queen's authority in North of England Authorization of execution Town in Flanders Powerful noble City in the North of England Type of powerful noble Banish from Catholic Church People who flee a country Part of modern Belgium Next in line to the throne Get involved in Anti-Protestant Catholic group Catholic church service Public order from the Pope Very Catholic king of Spain Refusing to attend church College for Catholic priests Not strict Going against the monarch Head of Elizabeth's spies Elizabeth's main advisor	KPI 25 Catholic Plots						
Ridolfi Plot, 1571 Roberto Ridolfi, an Italian banker, hatched a plot with Philip of Spain to invade England, replace Elizabeth with Mary, and marry Mary to the Duke of Norfolk. However, William Cecil and Francis Walsingham discovered the plot. Norfolk was executed and Ridolfi was expelled from England. MPs wanted Mary executed but Elizabeth refused as she believed executing a queen went against God's will.			Throckmorton Plot, 1583-4 Francis Throckmorton organised a plan for French Catholic soldiers, backed by the Pope and Spain, to invade England and replace Elizabeth with Mary. However, Throckmorton was arrested and executed. Mary was banned from receiving visitors and all her mail was checked by Walsingham.		Babington Plot, 1586 In 1586 Walsingham discovered coded letters between Mary and Anthony Babington, a Catholic noble, plotting to overthrow Elizabeth with the help of a Spanish invasion. In August 1586, Babington, and six others were executed. Mary was executed in 1587.			
			Mary's execution In 1586, Mary's involvement in the Babington Plot was discovered. However, Elizabeth refused to sign her death warrant. In the end the Privy Council secretly had Mary executed in 1587. Elizabeth was furious.					
			Consequences of Mary's death There was no backlash from English Catholics and there were no more plots against Elizabeth. Scotland and France stayed quiet. Philip of Spain was already planning an invasion of England and Mary's death only hardened his desire to remove Elizabeth from the throne.					

ELIZABETH 6: The Puritan Threat		KPI 27 Puritan Beliefs			KPI 28 Puritan Challenges to the Religious Settlement					
1566	The Vestments Controversy		<p>Puritans wanted to rid the Church of all traces of Catholicism and introduce a ‘purer’ form of religion. Many Puritans had been radicalised during Mary I’s reign when they had been forced to flee to Protestant countries and accepted the extreme Protestantism of Calvin.</p> <p>Puritans opposed:</p> <p>1 Bowing and kneeling in church 2 Celebrating saints’ days 3 Decoration, such as stained glass windows, in churches 4 The role of bishops within the church, although some moderate Puritans accepted positions, such as Edmund Grindal, Bishop of London</p> <p>Puritans believed that everyday life should be based upon religious belief. They wore simple black and white clothing, rejected the theatre and gambling, and devoting Sunday entirely to religious study.</p>			The Vestments Controversy 1566	Thomas Cartwright Proposals 1570	John Stubbs’ Pamphlet 1579	The Marprelate Tracts 1588-9	Robert Browne and the Brownists
1570	Thomas Cartwright’s Proposals									
1571	Strickland calls for Puritan Prayer Book									
1576	Grindal refuses to ban prophesyings									
1579	John Stubbs’ pamphlet									
1582	Robert Browne forced to flee to Holland									
1583	Whitgift becomes Archbishop									
1584	Turner calls for Calvinism in England									
1586	Cope calls for abolition of bishops									
1588	The Marprelate Tracts									
1593	The Act against Seditious Sectaries									
1593	Separatist leaders executed		KPI 27 Different Types of Puritans			The Vestments Controversy 1566	Thomas Cartwright Proposals 1570	John Stubbs’ Pamphlet 1579	The Marprelate Tracts 1588-9	Robert Browne and the Brownists
<p>Abolition Anglican Church Anglican Anonymous Bill Bishops Brownists Calvin Calvinism Committee Congregation Edmund Grindal Holland John Whitgift Lambert Palace Norwich Pamphlet Prophesyings Prayer Book Radicalised Reform Robert Browne Tract Unauthorised Vestments</p> <p>Getting rid of something Elizabeth’s church Supporters of Anglican Church Published without author’s name Something to be debated by MPs Important figures in the church Followers of Robert Browne Radical Protestant thinker Policies based on Calvin’s ideas Elected group making decisions People who attend church Archbishop 1576-1583 Country in northern Europe Archbishop 1583-1604 Archbishop’s palace Large city in England A short leaflet Puritan meetings What is read out in church Introduced to radical ideas Protestant change Separatist leader A short leaflet Done without permission Traditional clothing of priests</p>		Moderates Accepted the 1559 Religious Settlement but called for further Protestant reform	Presbyterians Wanted each church to be run by a committee elected by people who attended church	Separatists The most radical group. Wanted to break away from the national church and each church run itself						
		KPI 27 Important Puritans								
		Walter Strickland	In 1571 Strickland, a Puritan MP, introduced a bill in Parliament calling for a new Puritan Prayer Book banning vestments and kneeling in church. Elizabeth shut Parliament down it could be debated.							
		Peter Turner	In 1584 Turner, a Puritan MP, called for Elizabeth to introduce the ideas of Calvin.							
		Anthony Cope	Cope, a Puritan MP, introduced a bill in 1586 that called for the abolition of bishops. Cope was imprisoned in the Tower of London and Parliament shut down.							
		The Privy Council	Some powerful Privy Councillors such as Francis Walsingham were Puritans. They hoped to use their influence to persuade the Queen to continue with reform.							
KPI 29 Government Response to the Puritan Challenge										
Grindal and the ‘Prophesyings’					John Whitgift		The Act against Seditious Sectaries, 1593			
During the 1570s, the government became concerned about Puritan meetings known as ‘prophesyings’. In 1576 Elizabeth ordered her new Archbishop, Edmund Grindal, to ban the meetings. However, Grindal - who was a moderate Puritan - refused, claiming that the meetings helped train priests.					Grindal was replaced as Archbishop by John Whitgift, a loyal Anglican and a member of the Privy Council. In 1583, Whitgift issued the <i>Three Articles</i> which forced all clergy to swear to accept the authority of bishops, the Prayer Book, and the Thirty-nine Articles.		This Act gave Elizabeth’s government the power to execute those suspected of being separatists. Those who held unauthorised meetings could be imprisoned or executed.			
Elizabeth responded by suspending Grindal from his duties and confining him to Lambeth Palace until his death in 1583. In 1577 she issued her own instructions to bishops to ban ‘prophesyings’.					Between 300 and 400 priests refused and were sacked. Whitgift continued to attack Puritan opposition until Elizabeth’s death in 1603.		As a result, the separatist leaders Henry Barrow and John Penry were executed in May 1593. This marked the end of the separatist movement.			

ELIZABETH 7: The Spanish Armada		KPI 30 Growing Tension with Spain				KPI 33 The Course of the Armada		
1566	Dutch Protestants rebel against Spain	Philip II Philip II, the King of Spain, wanted to use the power of his empire to attack Protestantism across Europe. The death of Mary, Queen of Scots ended his plan of putting a Catholic ruler on the English throne and he planned a 'holy crusade' against Elizabeth.	War in the Netherlands In 1566, Protestants in the Netherlands rebelled against the Catholic rule of Spain. In 1567 Philip crushed the rebellion with an army of 10,000 men, arresting 18,000 rebels and burning thousands. Elizabeth was worried about having such a large Spanish army so near England. However, her Privy Council was split between William Cecil, who wanted to avoid war, and the Earl of Leicester, who wanted to intervene to help the Dutch. Elizabeth chose to provide unofficial support, supplying money and weapons. However, when war broke out again Elizabeth signed the 1585 Treaty of Nonsuch with the Dutch rebels, supplying 5,000 troops led by the Earl of Leicester. England and Spain were basically at war.	Privateering Elizabeth encouraged English privateers to attack Spanish treasure ships returning from the Spanish Main. In 1577, Elizabeth sent Francis Drake on a 3 year voyage around the world in his ship, the <i>Golden Hind</i> , to attack Spanish ships. He brought back £140,000 of treasure. Philip was furious but Elizabeth knighted Drake in 1581. By the 1580s, privateering was starting to have a serious impact on the Spanish economy.	Philip's Plan In 1586, Philip planned to build an armada of ships to sail north from Lisbon, defeat the English fleet, pick up the Duke of Parma's army from the Netherlands in huge barges, land in England, and overthrow Elizabeth.	Drake's attack on Cadiz In April 1587, Francis Drake attacked the Armada in Cadiz harbour. Drake destroyed 37 ships and burnt supplies of seasoned wood used to build waterproof barrels. Drake's attack delayed the Armada for a year.		
1567	Spanish army crushes Dutch rebellion				England prepares for invasion Warning beacons were set up on the coast. Unlike Parma's army, the English force of 20,000 men was inexperienced. Elizabeth stationed three armies: in the North, in Kent, and at Tilbury in Essex. Lord Howard, Drake, and John Hawkins led a fleet of 200 light and fast ships.	Changes to Philip's Plan Philip's plan was flawed: there were no large harbours in the Netherlands which made picking up Parma's army difficult. He had to force an unwilling Duke of Medina Sidonia to lead the Armada. A dreadful storm then forced the Armada to return to Corunna in June 1588.		
1575	Dutch Protestants rebel again				The Armada enters the Channel With 130 galleons, 30,000 men, and 1,900 cannons, the Armada entered the Channel in a crescent formation, with galleons protecting unarmed store ships. In July the English fleet pursued the Armada to Calais but they couldn't break the crescent and sank just two Spanish ships.	Calais and the Fireships The Duke of Parma was delayed by Dutch rebels and the Armada had to wait for a week off Calais. On 7 Aug, Lord Howard sent 8 unmanned burning ships into the Armada. The fireships caused the Spanish galleons to panic and they broke their crescent formation.		
1585	Elizabeth signs the Treaty of Nonsuch						Elizabeth's speech Fearing a Spanish invasion, delivered a rousing speech to her army on 9 th August: "I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King...and I think foul scorn that any prince of Europe should dare to invade my realm."	The Battle of Gravelines, 8 August With the Armada scattered, the English fleet attacked. After 8 hours, the English had sunk 3 Spanish ships and killed 1,000 sailors. The English lost 50 sailors and no ships. It was now difficult for the Armada to join with Parma's army, although an invasion was still possible.
1587	Execution of Mary Queen of Scots						Pursuing the Armada On 9 th August, the wind changed and the Armada was blown north, pursued by the English fleet. The Armada could not sail back to Spain against the wind had to travel around Scotland and Ireland to get home. On 12 th August, the English fleet turned back due to a lack of food.	The Armada returns to Spain The Spanish had no maps of Scotland and Ireland. On the journey back to Spain 27 ships were wrecked and thousands of sailors drowned. Only 67 of the original 130 ships made it back to Spain in the autumn.
1587	Drake raids Cadiz							
1588	Spanish Armada 28 May Armada sets sail from Lisbon 19 Jun Forced to return to Corunna 21 Jul Leaves Corunna 27 Jul Sighted off English coast 6 Aug Anchors off Calais 7 Aug Lord Howard sends fireships 8 Aug Battle of Gravelines 9 Aug Elizabeth's speech at Tilbury Armada forced north by wind 12 Aug English fleet turns back	Key Individuals						
<div>Armada</div> <div>Cadiz</div> <div>Calais</div> <div>Corunna</div> <div>Crescent</div> <div>Dutch</div> <div>Earl of Leicester</div> <div>Fireships</div> <div>Galleons</div> <div>Golden Hind</div> <div>Gravelines</div> <div>John Hawkins</div> <div>Knighted</div> <div>Lord Howard</div> <div>Netherlands</div> <div>Privateers</div> <div>Privateering</div> <div>Realm</div> <div>Seasoned wood</div> <div>Spanish Main</div> <div>Tilbury</div> <div>Treaty of Nonsuch</div> <div>Warning beacons</div> <div>William Cecil</div>		Philip II Ruled over huge Spanish empire, including Americas and Netherlands. Ex-husband on Mary I. Devout Catholic.	Duke of Parma Appointed to lead Spanish army in Netherlands. Experienced and feared general but failed to meet Armada.	Duke of Medina Sidonia Devout Catholic keen to destroy Protestantism but inexperienced at sea. Forced to lead Armada by Philip.	Francis Drake English pirate and privateer. Raided Spanish shipping in the <i>Golden Hind</i> and attacked the Armada at Cadiz in 1587. Vice-admiral of the English fleet.			
		KPI 31 Reasons for Failure		KPI 32 Results of the Armada				
		1 English strengths: the English ships were faster and more manoeuvrable than the Spanish galleons. The leadership of Howard and Drake was crucial: the use of fireships was a turning point. 2 Spanish weaknesses: Spanish cannons were made of poor-quality iron. Leadership was poor: Medma Sidonia was inexperienced and Parma failed to turn up on time. 3 Weather: the wind forced the Spanish northwards and they had no maps for this route nor food and water for a long voyage.		Some change: 1 Great celebrations in England, 2 No more Catholic plots after 1588 3 Increased anti-Catholic feeling in England But mainly continuity: 1 War with Spain continued until 1604 2 Philip soon built another 100-ship armada but it was driven back twice by storms 3 Conflict in the Netherlands continued with Elizabeth supporting Protestants against Parma 4 English privateers continued to attack Spanish ships				

This option focuses thematically on the main trends in the history of health and medicine in Britain from c.500 to the present day. Candidates will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	Required Content
<u>Causes of illness and disease</u> What have been the causes of illness and disease over time?	<i>Problems in the medieval era: poverty, famine, warfare: lack of hygiene in the medieval and early modern eras with reference to the Black Death of the fourteenth century and the Great Plague of the seventeenth century; the effects of industrialisation and the incidence of cholera and typhoid in the nineteenth century; the spread of bacterial and viral diseases in the twentieth century</i>
<u>Attempts to prevent illness and disease</u> How effective were attempts to prevent illness and disease over time?	<i>Early methods of prevention of disease with reference to the Black Death: alchemy, soothsayers and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth centuries: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1700; the discovery of antibodies and developments in the field of bacteriology</i>
<u>Attempts to treat and cure illness and disease</u> How have attempts to treat illness and disease changed over time?	<i>Traditional treatments and remedies common in the medieval era: herbal medicines, barber surgeons, use of leeches; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery; alternative treatments</i>
<u>Advances in medical knowledge</u> How much progress has been made in medical knowledge over time?	<i>Common medical ideas in the medieval era: the influence of alchemy, astrology and the theory of the four humours; the influence of the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century</i>
<u>Developments in patient care</u> How has the care of patients improved over time?	<i>The role of the church and monasteries from medieval times up to the mid sixteenth century; the roles of voluntary charities in patient care after the mid sixteenth century; science and the development of endowed hospitals in the late eighteenth century; Florence Nightingale and the professionalisation of nursing in the nineteenth century; the impact of the early 20th century Liberal reforms; the Beveridge Report of 1944 and provision under the NHS after 1948</i>
<u>Developments in public health and welfare</u> How effective were attempts to improve public health and welfare over time?	<i>Public health and hygiene in medieval society; public health and hygiene in the sixteenth and seventeenth centuries; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and pollution in the twentieth century; local and national government attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating</i>

Health and Medicine 1: Causes of illness and disease		KPI 1 Medieval causes		KPI 2 Case Study: The Black Death		
1069	The Harrying of the North	<p>Poverty Most people in England worked in agriculture. Only 25% of families had enough land to grow their own food, which meant they needed a job, which were hard to find. Most people lived on the poverty line, eating pottage. Some ate animals but there were harsh fines for poaching.</p> <p>Famine In 1069, William I punished Anglo-Saxons in the north of England for rebelling against him by ploughing salt into their fields so crops would not grow. Thousands died of hunger. This was called the Harrying of the North. All of Europe went through a hard famine from 1315-17 in which 15% of the population died.</p> <p>War In the later Middle Ages, armies were very large and fighting was bloody. In the Battle of Townton in 1461, for example, 28,000 died. Armies also relied on the local population for food. If an army passed through a village, villagers were left hungry by soldiers stealing food and animals</p> <p>Accidents Everyday life was dangerous. In 1389 Johanna Appulton was killed after falling into a well. Two servants came to rescue her but they also fell in.</p> <p>Towns Medieval towns were badly planned because the causes of disease were not well understood. For example, wells for drinking water were often placed next to cesspools for storing human waste.</p>		What was it? In 1348 a ship arrived in Melcombe in Dorset. The ship brought with it a deadly disease - known as the Black Death - that killed over 50% of the population of Britain, sometimes wiping out entire villages.		
1315	Famine across Europe					
1348	The Black Death arrives in Britain					
1389	Johanna Appulton dies in a well					
1461	Battle of Townton kills 20,000			What did people think caused the Black Death? People at the time had no idea about the causes of the Black Death. Some argued that it was caused by:		
1665	The Plague hits London			1. Bad smells, caused by rotting food		
1848	Cholera epidemic kills 60,000			2. God's anger at people not going to church		
1854	Cholera epidemic kills 20,000			3. Jews poisoning the wells		
1861	Prince Albert dies of cholera			4. The movement of the planets		
1918	Spanish flu kills 40 million world wide			What actually caused the Black Death? The Black Death was a disease called the bubonic plague. The cause of the disease was the 'Yersina pestis bacterium' which was carried by fleas. The fleas lived in the fur of black rats and could easily jump onto humans.		
1980	AIDS pandemic begins					
<div><div>Agriculture</div><div>AIDS</div><div>Bacterial</div><div>Black Death</div><div>Bubonic Plague</div><div>Battle of Townton</div><div>Cholera</div><div>Contaminated</div><div>Epidemic</div><div>Famine</div><div>Harrying of the North</div><div>Miasma</div><div>Pandemic</div><div>Phossey Jaw</div><div>Phosphorous</div><div>The Plague</div><div>Pneumoconiosis</div><div>Poaching</div><div>Pottage</div><div>Rickets</div><div>Sanitation</div><div>Slum Housing</div><div>Typhoid</div><div>Transmit</div><div>Virus</div><div>William I</div></div> <div><div>Farming</div><div>Virus that destroys immune system</div><div>Spread by bacteria</div><div>Plague that hit Britain in 1348</div><div>Disease spread by fleas on rats</div><div>1461 battle that killed 20,000</div><div>Bacterial disease spread in water</div><div>Infected</div><div>Widespread disease</div><div>Shortage of food</div><div>When William I punished the North of England for rebelling</div><div>Medieval name for 'bad smells'</div><div>Disease spread across the world</div><div>Disease caught in match factories</div><div>Chemical causing phossey jaw</div><div>1665 outbreak of bubonic plague</div><div>Lung disease common in coal miners</div><div>Killing animals illegally</div><div>Stew</div><div>Disease caused by a lack of sunlight</div><div>Cleanliness / hygiene</div><div>Poor quality and overcrowded housing</div><div>Bacterial disease in food/water</div><div>Spread</div><div>Infectious disease</div><div>King of England 1066-1087</div></div>		KPI 3 The Plague and Renaissance ideas about causes of disease				
		What was it?		What did people think caused it?		What actually caused it?
		The plague was a deadly disease that came frequently to major towns and cities. In 1665, for example, 100,000 people died of the plague in London, nearly a quarter of the city's population.		Renaissance doctors were equally as clueless as people in the Medieval period. Suggested causes included:		The cause of the disease was the 'Yersina pestis bacterium' which was carried by fleas. The fleas lived in the fur of black rats and could easily jump onto humans.
				1. A punishment from God		
				2. Bad air or 'miasma'		
		3. Cats and dogs spread the disease				
		KPI 4 Industrial causes		KPI 5 20 th Century causes		
		Cholera and Typhoid		Spanish Flu		
		New diseases began to spread in the industrial period. Cholera is a bacterial disease caused by infected water, although no one knew this at the time. There were cholera epidemics in 1848 (60,000 dead) and 1854 (20,000). Typhoid is a bacterial disease caught from contaminated food and water caused by poor sanitation. Prince Albert, Queen Victoria's husband, died of typhoid in 1861.		In 1918, the last year of World War I, the world was hit by a flu pandemic. Globally, the flu killed more people than World War I and around 280,000 died in the UK. The flu spread faster because of wartime conditions: the movement of soldiers around the world helped transmit the disease to new places and returning soldiers brought the virus back home.		
		Industrialisation		AIDS		
		During the 19 th Century, more and more people began to work in factories, exposing themselves to new diseases. Girls making matches developed 'phossey jaw' caused by the phosphorous used to make match heads. Coal miners developed pneumoconiosis, a lung disease caused by breathing in coal dust. Machines in the new factories were unsafe and often crushed limbs.		Acquired Immune Deficiency Syndrome (AIDS) was first identified in the USA in the 1980s. People do not die of the AIDS virus, but it destroys the immune system so patients die of simple infections, like the common cold. Globally, more than 40 million have died from AIDS, including celebrities such as Freddie Mercury, the lead singer of Queen. AIDS is usually caused by:		
		Urbanisation		1. Having unprotected sex with someone who has AIDS		
		People moved to towns to find work in factories. Conditions in the slum housing of industrial towns were terrible: whole families lived in one room, toilets were shared by many families, and smog filled the air. In 1842, the life expectancy of a worker in London was just 16. These conditions led to diseases such as rickets, a bone disease caused by a lack of fresh air and sunlight.		2. Sharing needles whilst injecting drugs with someone who has AIDS		
				3. Being born to a mother with AIDS		
				Just like the Black Death, many people did not know how AIDS was spread, they worried that:		
				1. AIDS was God's punishment for modern attitudes to sex and drugs		
				2. AIDS could be caught from simply touching someone with the virus		

Health and Medicine 2: Preventing illness and disease		KPI 6 Preventing the Black Death			KPI 7 Other Medieval methods of prevention																																																																																																																																																																																																																																																																									
410	Romans leave Britain	<p>Lost knowledge The Arabs understood the importance of hygiene and the Romans built aqueducts to bring fresh water to their towns. However, this knowledge was lost when the Romans left Britain in 410. Attempts to prevent the Black Death included:</p> <table><tr><td><p>The role of the Church</p><p>The church argued that the Black Death was caused by people not praying enough. To stop the disease, the church ordered people to march through towns praying for forgiveness. The most extreme group was the flagellants who whipped themselves to show God that they were sorry for their sins.</p></td><td><p>Hygiene</p><p>Some came close to effective preventions, without knowing why. King Edward III thought that the Black Death came from bad smells so ordered the streets of London to be cleaned. Red crosses were painted on the doors of victims, warning others to stay away.</p></td><td><p>Other preventions</p><p>Some less effective preventative methods included:</p><ol style="list-style-type: none">1. Having a bath in urine three times a day2. Cutting yourself and letting the cut bleed to let out evil spirits3. Carrying a bunch of sweet smelling flowers to keep bad smells away</td></tr></table>			<p>The role of the Church</p> <p>The church argued that the Black Death was caused by people not praying enough. To stop the disease, the church ordered people to march through towns praying for forgiveness. The most extreme group was the flagellants who whipped themselves to show God that they were sorry for their sins.</p>	<p>Hygiene</p> <p>Some came close to effective preventions, without knowing why. King Edward III thought that the Black Death came from bad smells so ordered the streets of London to be cleaned. Red crosses were painted on the doors of victims, warning others to stay away.</p>	<p>Other preventions</p> <p>Some less effective preventative methods included:</p> <ol style="list-style-type: none">1. Having a bath in urine three times a day2. Cutting yourself and letting the cut bleed to let out evil spirits3. Carrying a bunch of sweet smelling flowers to keep bad smells away	<p>Alchemy Alchemy was the attempt to turn other metals into gold through scientific experiments. Although no one managed to do this, lots of useful scientific discoveries were made in this way. Many alchemists claimed to be searching for the Elixir of Life: a medicine to keep you young forever. The medicine - known as quintessence - was made from vinegar and usually just made the patient violently sick.</p> <p>Soothsayers Soothsayers claimed to have powers of prophesy. They collected herbs and plants to be used as charms. People could pay for a charm that would protect them against illness. The most famous soothsayer was Mother Shipton who lived in Yorkshire. Shipton used mineral water from a deep well to heal her patients.</p> <p>Medieval doctors The few doctors that existed were trained in Italy and France but were ineffective because so little was known about the causes of disease. Some monks in monasteries provided medical care. Apothecaries made up herbal remedies.</p>																																																																																																																																																																																																																																																																						
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Health and Medicine 3: Treating and curing illness and disease			KPI 11 Medieval treatments					
1628	William Harvey publishes study of circulation		Herbal Medicines Herbs were widely used to cure diseases. Herbal remedies included a mixture of honey and plants and were written down with strict instructions about which herbs to pick and when. Some recipes would only work if the herbs were picked on the night of the full moon.		Bleeding Many people thought that illnesses were caused by the body creating too much blood so curing disease often involved letting a patient bleed. This was either done by cupping (sucking blood out of the body) or with leeches. Leeches were thought to only suck impure blood out of the body.	Barber Surgeons There were few trained surgeons in the Medieval period so people went to barber surgeons. As well as cut your hair, barber surgeons mended broken limbs, pulled teeth, and carried out surgery. Barber surgeons had no medical knowledge and very little training.	Urine Urine was vital for diagnosing illness and working out what remedy to give a patient. A physician would check the colour, smell, and taste against a chart to help decide how to treat a patient.	
1847	James Simpson first uses chloroform on a patient							
1853	Queen Victoria uses chloroform during childbirth							
1871	Joseph Lister invents carbolic acid spray							
1880	Berkeley Moynihan uses surgical gloves							
1886	Gustav Neuber uses a sterile operating theatre							
1903	Marie Curie wins first Nobel Prize		KPI 12 Renaissance treatments			KPI 13 Industrial treatments		
1928	Alexander Fleming discovers penicillin by accident							
1945	Fleming, Flowey, and Chain win Nobel Prize							
1952	First kidney transplant							
Acupuncture Anaesthetic Antibiotics Antiseptic Barber surgeons Chemotherapy Chloroform Circulation Cocaine Cupping Diagnosing Germ theory Homeopathy Impure Leeches Mastectomy Nobel Prize Operating Theatre Penicillin Petri dish Physician Physicist Radioactive Radiotherapy Remedies Sepsis Sterile Sterilise Surgeons Surgery Transplant	Chinese alternative medicine	Continuity Many treatments from the Medieval period continued to be used in the Renaissance. For example, the use of herbal medicines continued with the Nicholas Culpeper's doctrine of signatures: the idea that plants could be used to treat body parts that they looked like!)	New ingredients The discovery of America and exploration around the world provided new ingredients for medicine. Rhubarb, for example, was greeted as a miracle cure when it was first imported from Asia. Smoking tobacco every day was also supposed to stop you getting the plague.	The Scientific Method The most significant change in the Renaissance was the use of science - doing experiments and recording results - to better cure diseases. For example, William Harvey published a scientific study of circulation in 1628 which was based on experiments on fish and snakes.	James Simpson and anaesthetics In earlier periods, any kind of surgery was very painful because surgeons did not use anaesthetic. In 1847, the Scottish scientist James Simpson began to use chloroform to reduce pain in childbirth. Patients would inhale chloroform and quickly fall asleep. The use of chloroform became more popular after 1853 when Queen Victoria used it whilst having a baby. Cocaine, imported from South America, was also given to patients.			
					A substance that numbs pain	Joseph Lister and antiseptics Many surgery patients died from sepsis, an infection caught during an operation from the surgeon and his tools. An English surgeon called Joseph Lister changed this by using an operating room sterilised with carbolic acid. He soaked his hands, his instruments, and the wound regularly. In 1871 he invented a machine that sprayed carbolic acid over the entire room. This reduced the mortality rate in his operations from 46% to 15% in just 3 years.		
					Drugs that kill bacteria	Aseptic Surgery Surgeons who understood germ theory wanted to create completely germ-free environments for surgery. This was called aseptic surgery. In 1886 a German surgeon called Gustav Neuber used the world's first sterile operating theatre and his methods were widely copied.		
					A substance that kills germs	Surgical clothing Gradually, surgeons began to use specialist clothing to prevent infection. In the 1880s Berkeley Moynihan became the first British surgeon to wear surgical gloves for an operation.		
					Part-time, untrained surgeons	KPI 14 20th Century treatments		
					Use of powerful drugs to treat cancer			
					The first anaesthetic			
					How blood moves around the body			
					An anaesthetic drug			
					Sucking blood from the body			
					Finding out what is wrong			
					The idea that germs spread disease			
					Alternative medicine that avoids drugs			
					Dirty			
					A blood-sucking worm			
	Surgery to remove breasts							
	Award for new science							
	Where operations are carried out							
	An antibiotic							
	A dish used in a chemistry lab							
	A doctor							
	A scientist specialising in physics							
	Type of element that kills cells							
	Using radioactive elements to cure cancer							
	Treatments							
	Infection caught during surgery							
	Without bacteria							
	To make sterile							
	Doctors who do operations							
	Operations							
	Replacing a sick organ with a healthy one from another person							
		Marie Curie and radiation The Polish physicist Marie Curie won the Nobel Prize in 1903 and 1911 for her work discovering the radioactive elements, radium and polonium. These elements could be used to destroy human cells and therefore opened up new ways of treating cancer, with the development of radiotherapy.	Antibiotics In 1928, the scientist Alexander Fleming left a form of mould - penicillin - in a petri dish before going on holiday. When he returned, the penicillin had killed off the bacteria surrounding it. By accident, Fleming had discovered the antibiotic penicillin. His work was developed by Howard Flowey and Ernst Chain and published in the 1940s. World War II sped up the development of the drug as it could be used to treat war wounds. Penicillin could also be used to treat pneumonia, meningitis, and impetigo.	Transplant Surgery The later 20 th Century saw the development of transplant surgery in which sick organs were simply replaced: 1952: first kidney transplant 1967: first heart transplant, carried out by Dr Christian Barnard 1972: artificial hips introduced	Cancer treatment Along with radiotherapy, cancer is also treated through chemotherapy: the use of powerful drugs to kill cancerous cells. Surgery is also used to treat cancer, with mastectomy commonly used to treat breast cancer.	Alternative Medicine The increased use of technology and drugs to treat diseases has led some to reject modern medicine. This has led to a rise in such as acupuncture and homeopathy which are popular with those who dislike the idea of filling the body with chemicals.		

Health and Medicine 4: Advances in Medical Knowledge		KPI 15 Medieval knowledge						
460 BC	Hippocrates born in Greece		Hippocrates and Galen Medical knowledge in the Middle Ages was based on the work of Hippocrates and Galen. Both had written their ideas over a thousand years before and their knowledge had been lost in Europe. However, Islamic doctors such as Ibn Sina had translated their work into Arabic. Medicine in the Islamic World was much more advanced than in Europe during the Middle Ages.		The Four Humours Both Hippocrates and Galen believed the body contained four humours: blood, phlegm, yellow bile, and black bile. A healthy body had a balance of humours. Illness was caused when the humours were out of balance. Different foods and seasons could affect the humours.	Astrology Medieval doctors also believed that the movements of the stars influenced the human body. Each part of the body was associated with an astrological sign. In many European countries, surgeons were required to check the position of the moon before carrying out surgery.	The Role of the Church The Church was at the centre of Medieval life and taught that prayer and pilgrimage were the most effective way of treating disease. The Church set up medical schools to teach Galen's ideas. The church held back advances in medical knowledge because they defended Galen. For example, Roger Bacon - a medical lecturer at Oxford University - was arrested in 1277 for challenging Galen's views.	
130 AD	Galen born in Roman Empire							
900 1277	Galen's work translated from Arabic Roger Bacon arrested for challenging Galen							
1525 1543 1575 1628	Galen's complete works published in Greek Vesalius publishes <i>De humani corporis</i> Paré publishes <i>Les Oeuvres</i> Harvey publishes <i>On the Motion of the Heart</i>		Hippocrates was a doctor from Ancient Greece. He believed in the theory of the four humours. Hippocrates is known as 'the father of modern medicine'.		Galen was a Roman doctor. He dissected animals to understand how the body worked and took the ideas of Hippocrates further. His work arrived in Europe in 900 via Arabic translations, which were then translated into Greek at the University of Salerno. The Church approved of Galen's ideas because he mentioned 'the Creator'.			
1880 1882 1895 1910	Pasteur discovers rabies vaccine Koch discovers tuberculosis vaccine X-rays invented Ehrlich develops Salvarsan 606							
1953 1970s 1980s 2003	Crick and Watson discover DNA Ultrasound used to check unborn babies MRI machines commonly used Human genome mapped		KPI 16 Renaissance Knowledge		Background	Challenge to Galen	Key work	Influence
Anatomy Amputation Arabic Astrology Astrological sign Bacteriology Cauterizing Circulation Classical Dissect DNA Four Humours Galen Genetic Disease Hippocrates Human Genome Ibn Sina Ligatures Micro-organisms MRI Pilgrimage Salvarsan 606 Syphilis The Creator Theory Tuberculosis Ultrasound	Science of how the body works Removing limbs Muslim language Movements of the planets Signs of the zodiac, like pisces/leo Study of bacteria and disease Using hot oil to stop a wound bleeding Movement of blood around the body From ancient Greece and Rome Cut up a dead body Carrier of human genes Blood, phlegm, yellow bile, black bile Roman doctor An illness caused by DNA Greek doctor Complete DNA of a human Islamic doctor who translated Galen String used to tie up a vein Germs Magnetic scanning technique A journey to a holy site Drug used to treat syphilis Sexually transmitted infection God Idea Deadly infectious disease of the lungs Scanning technique	Challenging Galen The Renaissance saw the rebirth of classical knowledge and by 1525 Galen's complete works had been republished in Greek. However, as Renaissance surgeons studied anatomy and performed operations of humans, they noticed differences between Galen's ideas and what they saw. This led to a split between supporters and critics of Galen.	Andreas Vesalius 1514-64	Professor of Surgery at Padua in Italy. He carried out his own dissections on humans and believed this was the best way to understand how the body worked.	Vesalius's dissections of the human body showed that Galen's ideas about anatomy, based on animal dissections, were inaccurate.	<i>De humani corporis fabrica libri septem</i> (1543)	Vesalius's work gave surgeons more accurate knowledge of anatomy and encouraged others to challenge Galen.	
		Ambroise Paré 1510-90	A surgeon in the French Army for 30 years. He developed new techniques including using ligatures to tie off wounds after amputation and the use of artificial limbs.	Relied on experiments, not just Galen. he ran out of hot oil for cauterising wounds, so he used a mixture of egg yolks and rose oil which was more effective.	<i>Les Oeuvres</i> (1575)	The father of modern surgery. Encouraged surgeons to use techniques that reduced the amount of pain.		
		William Harvey (1578-1657)	Physician to King James I. Harvey discovered circulation: the idea that blood is pumped around the body by the heart. Previously, Galen had thought that blood was made in the liver and went one way.	Harvey's experiments showed that Galen was wrong about how blood travelled. He also showed that the heart was the centre of the body, not the liver as Galen thought.	<i>On the Motion of the Heart</i> (1628)	Harvey's work revolutionised medicine. Galen's supporters, however, totally rejected his work and he lost many patients.		
KPI 17 Industrial knowledge					KPI 18 20 th Century knowledge			
Germ Theory, the idea that micro-organisms spread disease, replaced the four humours as the way disease was understood. Thee scientists were important in the development of germ theory: Louis Pasteur: identified the link between micro-organisms and disease and developed a vaccine against rabies in 1880 Robert Koch: worked on bacteriology, linking germs to diseases, and identified the bacteria responsible for cholera, tuberculosis, and typhoid. Paul Ehrlich: a student of Koch who developed drugs to treat specific diseases, for example in 1910 Ehrlich developed Salvarsan 606 which killed the bacteria causing syphilis					Scanning Technologies In the late 20 th Century, medical scans have improved care: X-Rays: first developed in 1895 to show broken bones, used in WW1 to better treat wounds, although initial doses of radiation were high Ultrasound: can detect organs/muscles, used to check health of unborn babies since 1970s MRI: uses magnets to give a very clear image, can be used to examine any disease, since 1980s		The use of DNA The scientists Crick and Watson discovered DNA, which carries genetic information, in 1953. In 2003 scientists mapped the human genome. By modifying DNA, scientists have been able to eliminate some genetic diseases and ensure babies are born without genetic disease.	

Health and Medicine 5: Patient Care		KPI 19 Medieval patient care		
1536	The Dissolution of the Monasteries	Monasteries Medieval hospitals were run by the church and were more concerned with religion than healthcare. Most hospitals were part of monasteries, such as Tintern Abbey. Over 1100 hospitals were built in this period.	Christian hospitals Only 10% of medieval hospitals actually cared for the sick. In fact, seriously ill people were often not allowed in because they distracted from worship. Patients were expected to spend their day praying for forgiveness so God would cure them. They were looked after by monks and nuns. There were few doctors.	Different types of Christian hospitals Leper Hospitals provided a home for people with leprosy. People feared contact with lepers so Leper Hospitals were built on the outskirts of towns. Almshouses were medieval care homes and provided the elderly with sheltered accommodation. Almshouses also cared for orphaned children and poor travellers.
1546	Endowment of St Bartholomew's Hospital			
1662	Royal Society set up			
1724	Thomas Guy donates money to set up Guy's Hospital			
1854	Florence Nightingale serves in the Crimean War	KPI 20 Renaissance patient care		
1856	Nightingale School of Nursing set up			
1859	Notes on Nursing Published			
1911	National Insurance Act (sick pay)	Dissolution of the Monasteries In 1536, Henry VIII dissolved the monasteries. This had a dramatic impact because the church no longer supported hospitals. Charities had to step in to keep hospitals open.	Royal Hospitals In London, the government granted endowments to hospitals to keep them open. Five London hospitals were given endowments, including St. Bartholomew's Hospital which was endowed in 1546 to help serve the poor and sick of Smithfield in London.	Endowed Hospitals During the 18 th Century, the role of hospitals changed to places where illnesses could be treated. The number of hospitals also grew, with 11 new hospitals set up in London and 46 in the rest of the country. There were several reasons for this: 1. Renaissance doctors applied the scientific method to treatments. Scientific societies were set up, such as the Royal Society in 1662, which spread scientific knowledge about medicine. 2. Urbanisation meant larger towns, each needing a hospital 3. Industrialisation allowed industrialists to become very wealthy. Some industrialists became philanthropists and used their wealth to set up hospitals. For example, Thomas Guy donated money to found Guy's Hospital in London in 1724.
1942	Beveridge Report			
1946	National Insurance Act (pregnant women/unemployed)			
1948	Founding of the NHS			
Almshouses	Care homes for the elderly	KPI 21 Industrial patient care		
Conservative	UK political party representing the rich			
Crimean War	War between UK and Russia, 1854-6	New Hospitals The 19 th Century saw a great expansion in the number of hospitals, caused by population increase. Hospitals also began to specialise in areas such as maternity care or cancer treatment.		
Dissolved	Shut down			
Endowed	Given land and money	KPI 22 20th Century patient care		
Endowments	Land and money			
Idleness	Unemployment	During the 19th Century, governments followed a policy of laissez-faire and did not believe it was the government's role to interfere in people's lives. In the 20th Century the government's role increased:		
Ignorance	Lack of education			
Industrialists	Factory owners and businessmen	Liberal Reforms 1906-14 David Lloyd-George, the Liberal Chancellor, introduced the National Insurance Act in 1911. This provided sick pay and free treatment. Workers received 10 shillings per week for 26 weeks although this did not cover their wives/children or the unemployed .		
Insurance	Benefits			
Laissez-faire	Belief that government shouldn't interfere	Beveridge Report 1942 William Beveridge identified 'Five Giants' that needed to be tackled by government: Want, Disease, Ignorance, Squalor, and Idleness. After 1945, the Labour government led acted on Beveridge's recommendations, for example: - 1946 National Insurance Act provided benefits for pregnant women/the unemployed - 1949 Access to Countryside Act gives public access to national parks		
Labour	UK political party representing the workers			
Leprosy	People with Leprosy	The founding of the NHS 1948 The Labour Minister for Health, Aneurin Bevan, set up the NHS in 1948. This meant: - Free medical treatment to all British citizens 'from the cradle to the grave' - All hospitals brought under government control, paid for by taxes - National system of GPs set up to provide free treatment in local areas Doctors, led by the BMA, opposed the plans because they worried they would lose income. The Conservative Party opposed the NHS because it went against laissez-faire. However, by 1949, 187 million free prescriptions had been written.		
Leprosy	Contagious disease that deforms limbs			
Liberal	UK political party representing the rich who want to help the poor	Changes to the NHS 1948-today Several changes have been made to the NHS since 1948: 1. In 1952 charges for spectacles and dental treatment were introduced 2. A new building programme was introduced in the 1960s to replace out of date hospitals 3. The Conservative government led by Margaret Thatcher (1979-90) tried to cut the cost of the NHS but met public opposition		
Maternity	Related to childbirth			
Monasteries	Large religious buildings where monks live			
NHS	National Health Service, free for all			
Philanthropists	Rich people who give money to help poor			
Prescriptions	Medicines			
Scutari	Town in Turkey			
Squalor	Poor, dirty housing			
Want	Hunger			

Health and Medicine 6: Public Health		KPI 23 Medieval Public Health			KPI 24 Case Study: Medieval Coventry	
1489	Henry VII bans slaughterhouses in towns	Waste There was no waste collection so rubbish just built up in the streets. There were no sewers, so human waste was either thrown into the street or into a cesspit, often located near wells, which led to contamination. Water for drinking and washing was often taken from the same stream that people used to dispose of waste.			Not all towns were unhealthy, however. In Coventry, the council put measures in place to improve public health: 1. Every man had to clean the street in front of his house every Sunday or pay a 12 penny fine 2. Specified waste-disposal locations around the edge of the city 3. All latrines over local streams were ordered to be removed	
1532	Henry VIII allows the building of sewers					
1666	Great Fire of London					
1844	Chadwick sets up the Health of Towns Association					
1848	Public Health Act gives councils permission to act					
1875	Public Health Act forces councils to act	Animals Medieval towns were full of animals: horses for transport, cows for milk, etc. Animals created dung and attracted fleas, which spread disease. Butchers slaughtered animals in towns and left the waste to rot.				
1875	Housing Act allows for demolition of slums					
1889	Charles Booth publishes poverty maps of London	Town layout There was no regulation about where you could build so houses were crowded together and sanitation was limited. There was no ‘zoning’ of towns, so industry and houses were mixed, leading to water pollution by processes like tanning. Homes were covered with straw, providing a perfect breeding ground for rats.				
1899	Boer War begins					
1901	Seebohm Rowntree publishes York poverty survey	KPI 25 Public Health in the Renaissance				
<div>Boer War</div> <div>Cesspit</div> <div>Clean Party</div> <div>Contamination</div> <div>Demolish</div> <div>Dirty Party</div> <div>Great Depression</div> <div>Fitness Drives</div> <div>Health inspector</div> <div>Laissez-Faire</div> <div>Latrines</div> <div>Legislation</div> <div>Public health</div> <div>Quadrupled</div> <div>Ratepayers</div> <div>Sanitation</div> <div>Slaughterhouses</div> <div>Slum Clearance</div> <div>Unsanitary</div> <div>Zoning</div>	British war in South Africa, 1899-1903	Government Action			The Great Fire of London	
	Pit for collected sewage	Towns during the Renaissance period were just as unhealthy as before, with regular outbreaks of the plague killing thousands. However, during the 16 th and 17 th centuries, the government took action to make towns more hygienic. For example:			In 1666, the Great Fire of London destroyed most of the buildings in London. After the fire, the city authorities ordered that homes should be rebuilt on wider streets to limit the spread of fire and disease. There were no major plague outbreaks in London after 1666.	
	Group of politicians urging government to improve conditions in towns	- In 1489, Henry VII banned slaughterhouses from towns to stop the spread of disease				
	Infection	- In 1532, Henry VIII gave town councils permission to introduce taxes to pay for sewers				
	Knock down	KPI 26 Industrial Public Health			KPI 27 20 th Century Public Health	
	Group of politicians opposing government action to improve public health	Laissez-Faire Although urbanisation led to people living in cramped housing during the Industrial period, the government believed in laissez-faire and did not do anything about poor conditions. As a result of overcrowding, poor water and gas supply, in 1842 the average Manchester labourer could expect to live to the age of just 17.			Social Surveys	
	1930s economic crisis	Edwin Chadwick was a member of the Clean Party, a group of politicians who believed people were poor because of ill-health and urged the government to improve living conditions. Chadwick set up the Health of Towns Association in 1844. He was opposed by the Dirty Party, who thought clean up was too expensive for ratepayers.			When the Boer War broke out in 1899, the army rejected one in three recruits because they were unfit. This led to surveys investigating poverty, eg:	
	Government attempts to make people do exercise	Government Action Chadwick and the cholera epidemic forced the government to abandon laissez-faire and pass legislation to improve public health:			Charles Booth (1889) found that 35% of London’s population were living in poverty	
	Local government official in charge of health	1848 Public Health Act			Seebohm Rowntree (1901) found that half of the population of York lived in poverty	
	Political ideology opposing government interference in economy or society	Gave councils permission to improve conditions if they wished, though by 1872 only 50 councils had a health inspector.			Impact of World War I	
	Toilets	1875 Public Health Act			After WW1, the Prime Minister David Lloyd-George promised ‘Homes for Heroes’ and built 250,000 modern homes.	
	Laws	Forced councils to appoint health inspectors, provide clean water, build covered sewers, and collect rubbish			Although the Great Depression limited progress, by 1939 councils had built over 1 million new homes with electricity, running water, and indoor toilets.	
	The way the government keeps the whole population healthy	1875 Housing Act			New Towns	
	Increased x 4				During the 1960s, slum clearance programmes destroyed cramped and unsanitary housing in city centres.	
	People who pay council tax				New towns such as Yate outside Bristol were developed to allow people to live in greener and less polluted environments, with gardens, public parks, and pedestrian walkways separated from roads. The population of Yate quadrupled between 1965 and 2000.	
Hygiene / cleanliness						
Buildings where animals are killed for meat						
Government programme to demolish slums						
Unclean						
Putting factories etc in different areas to homes						
KPI 28 21 st Century Public Health						
Campaigns		Fitness Drives		Healthy Eating		
In the 21 st Century, governments have taken action to improve public health by encouraging people to live healthier lifestyles, for example by stopping smoking.		The NHS has attempted to reduce costs by encouraging people to live healthier lives. For example, ‘Walking for Health’ encourages people to walk 10,000 steps per day and provides support to help them meet this target.		Governments have also targeted diet. The ‘Five-a-Day’ campaign attempted to get people to eat five fruit or veg a day to reduce the risk of heart disease or cancer.		

OCR ICT Level 1/2 Cambridge Nationals J810

Module 4 Knowledge Organiser R001 – Examined unit

L01: Understand:

Features and purposes of computing devices,
Input devices, i.e. mice, keyboard, microphone, sensors, pads, specialist keyboards

Output devices, i.e. monitor/screens, printers, speakers, head/earphones

Software, i.e.: –operating systems (e.g. Windows, OS X, Android, iOS)

utility software (e.g. computer security)

Applications software, i.e. word processors, desktop publishing software, spreadsheets, database management software, multimedia software, slideshow software, video-editing software, graphics manipulation software, communications software (e.g. social networking software, chat, instant messaging, file transfer and email clients), presentation software, gaming software, web browsers, apps for portable devices storage and connectivity devices

Memory cards, i.e. flash memory devices
network devices (e.g. routers, modems)
cloud storage

Resources / Information

<http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

OCR Cambridge Nationals in ICT Level 1 / 2 Hodder Education

L02: Understanding

Data capture methods, i.e.: online and paper-based forms

Automated data capture systems,
How to design data capture forms to obtain specified information

How to code information for use in a spreadsheet or database,

Data storage technologies, i.e.: local and removable media, remote storage (e.g. offsite location, cloud storage)

Security measures to be used when storing data, i.e. network/computer security, i.e.: Usernames/passwords, – access rights/permissions

Data transferring technologies, i.e. wired and wireless methods, mobile data transmission (e.g. 3g, 4g), remote methods

Security methods, i.e. data encryption

How the following factors can affect the choice of method: file size, transfer speed, future-proofing, data

L04 Understanding

Legal implications (e.g. action from the Information Commissioner)

Impact on customers (e.g. reduced confidence in business, increased risk of personal identity theft) impact on employees (e.g. **Disciplinary action** for not following company procedures)

The main threats to data security and how to deal with them, i.e.: threats to data security, i.e. computer viruses, Trojans, worms, phishing, spyware, adware, hacking
Denial of Service (DoS) attacks physical threats (e.g. loss/theft of devices)

Actions to minimise risks, i.e. act online in ways which reduce the risk of identity theft and protect personal security

Use of protection software, i.e. firewall, anti-virus, anti-spam, data encryption to store and transfer data

Using automatic and manual updating facilities for operating systems and security software

L03 Understanding:

How businesses can communicate with employees and others working remotely, How diary management software can be used to organise work schedules, i.e.: creating appointments/meetings

Inviting participants

Creating tasks

Creating to-do lists

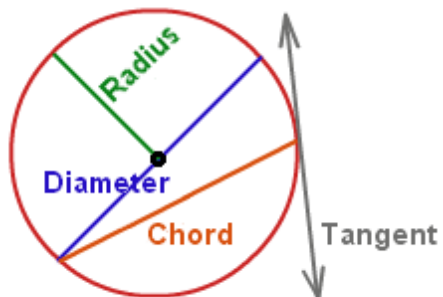
Setting reminders

How documents can be created and edited collaboratively, i.e.:

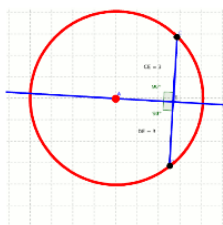
Documents in shared access locations, i.e.: network shared areas (e.g. read/write access), cloud-based services.

Circle Theorems Knowledge Organiser

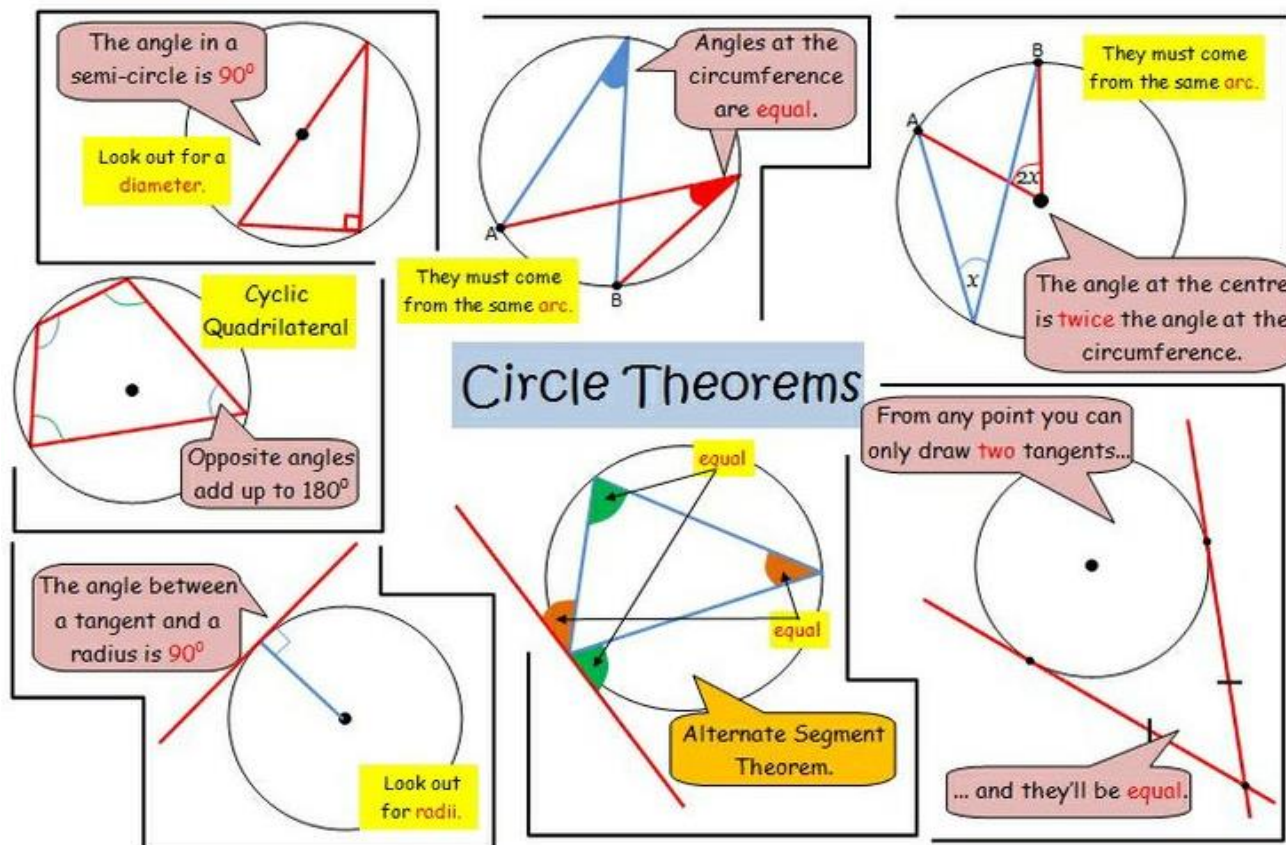
Parts of a Circle



Circle Theorems



The perpendicular from the centre to the chord bisects the chord.



Vocabulary

Centre, arc, circumference, diameter, tangent, radius, isosceles, perpendicular bisector, chord, segment, opposite, cyclic quadrilateral, alternate.

Congruence and Similar Shapes Knowledge Organiser

Congruent Shapes

Proving Triangles are Congruent

CONGRUENT
— same size,
same shape

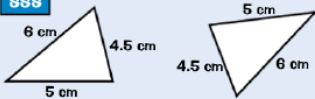
A

B

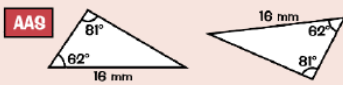
To prove that two triangles are congruent, you have to show that one of the conditions below holds true:

- 1) **SSS** three sides are the same
- 2) **AAS** two angles and a corresponding side match up
- 3) **SAS** two sides and the angle between them match up
- 4) **RHS** a right angle, the hypotenuse and one other side all match up

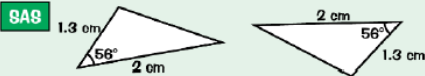
SSS



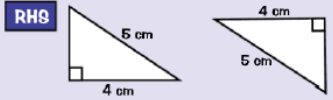
AAS



SAS



RHS



Similar Shapes

SIMILAR — same shape,
different size

A

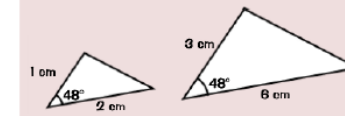
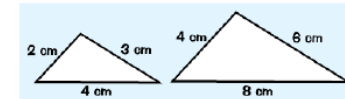
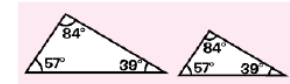
B

Similar Shapes Have the Same Angles

Generally, for two shapes to be similar, all the angles must match and the sides must be proportional.
But for triangles, there are three special conditions — if any one of these is true, you know they're similar.

Two triangles are similar if:

- 1) All the angles match up i.e. the angles in one triangle are the same as the other.
- 2) All three sides are proportional i.e. if one side is twice as long as the corresponding side in the other triangle, all the sides are twice as long as the corresponding sides.
- 3) Any two sides are proportional and the angle between them is the same.



Linked Prior Topics

Triangles
Constructions
Transformations
Scale factors

Vocabulary

Congruence
Similarity
Proportional

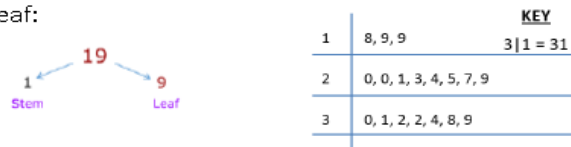
Corresponding
Hypotenuse

Linked Future Topics

Proofs

Stem and Leaf:

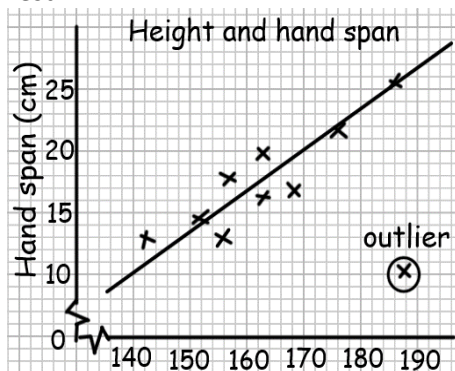
Data is organised by breaking individual pieces up into a stem and a leaf:



- Stem and leafs must be ordered!
- The smaller the leaf, the closer to the stem it must go.
- Save yourself time by putting your data in numerical order before creating the diagram.
- ALWAYS INCLUDE A KEY!!!**

Scatter graphs

- Plots two sets of variables.
- Axes do not need to start at zero.
- A line of best fit should go through the centre of the data.
- Sloping upwards is a **positive correlation**, downwards is a **negative correlation**.
- Outliers do not follow the trend of the rest.



Two Way Tables

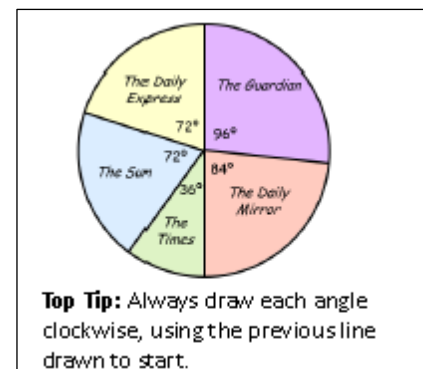
	English	Maths	Science	Total
Girls	20	13	17	50
Boys	18	15	13	46
Total	38	28	30	96

Two way tables are used to compare 2 variables split into many categories. In this example it is gender and subject. Once the data is in columns and rows it easier to read from and understand and calculate probabilities and percentages.

Pie Charts

Pie Charts are used to represent large one variable data sets. Generally they are used for Qualitative data. In this example there are 30 people who read newspapers. As a pie chart is 360 degrees we need to see what one person is worth. 360 divided by 30 equals 12. So each person is worth 12 degrees.

Newspaper	No of People	Workings	Angle
The Guardian	8	$8 \times 12^\circ$	96°
Daily Mirror	7	$7 \times 12^\circ$	84°
The Times	3	$3 \times 12^\circ$	36°
The Sun	6	$6 \times 12^\circ$	72°
Daily Express	6	$6 \times 12^\circ$	72°
	30		360°



Vocabulary

Frequency tables, Two-way tables, Representing data, Time series, Stem and leaf diagrams, Pie charts, Scatter graphs, Line of best fit, Predict, interpret, relationship, positive and negative correlation, compare

HT4 Foundation KPI 2 Probability

Tree diagrams:

Tree diagrams help us to answer what can seem like complex probability problems. They let us systematically list all the possible outcomes of a set of events and then work out the probability of each case happening. See Example 1:

1) On any set of branches which meet at a point, the probabilities must **add up to 1**.



“at least” Questions:

When a question asks you to find the probability of “at least” so many events happening you can speed up the process by doing: $1 - P(\text{less than at least so many events happen})$. See Example 2:

Conditional Probability and Tree diagrams:

Watch out for conditional probability and tree diagrams. The denominator of your fractions will change depending on the previous event!! For an example look at the dependent probability knowledge organiser.

Theoretical Probability:

Theoretical Probability is what we expect the probability of an event to be. E.g the theoretical probability of rolling a 1 on a regular 6 sided dice is $\frac{1}{6}$

Estimating Outcomes:

We can estimate the number of times we expect to get a result by multiplying the number of trials by the theoretical probability of the event happening. This is the same process as finding a fraction of an amount.

Example: I am going to roll a dice 60 times, how many times would I expect to roll a 1?

$$60 \times \frac{1}{6} = 60 \div 6 \times 1 = 10.$$

I would expect to get 10 results of a 1.

Experimental probability:

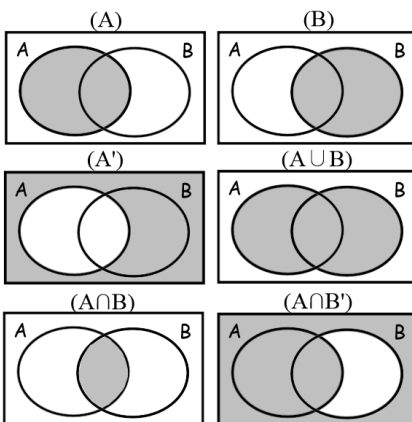
Is when you calculate the probability of an event based on data that has been collected.

Example: a dice is rolled 60 times. The results are in the table:

Result	1	2	3	4	5	6
No of Result	20	5	12	10	7	6
Experimental Probability	$\frac{20}{60}$	$\frac{5}{60}$	$\frac{12}{60}$	$\frac{10}{60}$	$\frac{7}{60}$	$\frac{6}{60}$

Experimental Probability =
number of times result
happened / total trials

Venn Diagrams and Set Notation



Vocabulary: Probability, event, outcome, result, likelihood, chance, impossible, certain, fraction, decimal, percentage, theoretical, expected, experimental, trials, independent, mutually exclusive, sets, Venn Diagrams, subsets, complement, union, and, or

$$P(\text{event not happening}) = 1 - P(\text{event happening}).$$

$$P(\text{event}) = \frac{\text{Number of ways the event can occur}}{\text{Total number of outcomes}}$$

Independent vs Dependent Events:

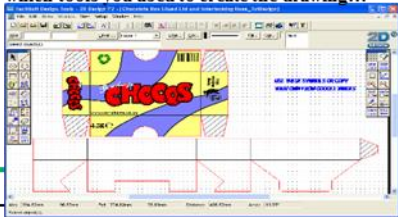
The probability of 2 events is dependent if the probability of one event changes depending on the outcome of the other. If neither event affects the probability of the other then they are independent.

- Model your idea in cheap, easy to use materials (Lego, card, MDF). The model should show how the parts fit together and may only show a part you need to work out.
- Photograph it and explain what you have found out from the model. It may be you have changed how it fits together, how to make parts, sizes etc. "From my modelling I have found out...."

PACKAGING

Final Design for Packaging

Include screen shot of 2d Design Drawing of the net OR manufacturing plan if other than a cardboard net. Annotate with notes describing which tools you used to create the drawing...



PACKAGING INITIAL DESIGN

- Generate a **RANGE** (not lots of rectangular boxes!) of designs for a suitable package for your product (4ideas) – CONSIDER LOGOS, AND SLOGONS.
- For each design show a **3D** sketch, and/or **net** layout and annotation.
- Use the **colours** to emphasise the **important information**

Inform
Protect
Advertise
Contain

1. Product and Company Name
2. Logo
3. Barcode
4. Instructions
5. Ingredients/contents
6. Recycling symbols

MUST INCLUDE!



Symbols used on recyclable packaging

	Recycling loop		Low-density		Green dot
	Glass		Recyclable steel		Hard
	Aluminum		Polyethylene terephthalate		High-density polyethylene
	Polyvinyl chloride		Low density polyethylene		Polypropylene
	Polystyrene		All other plastics		



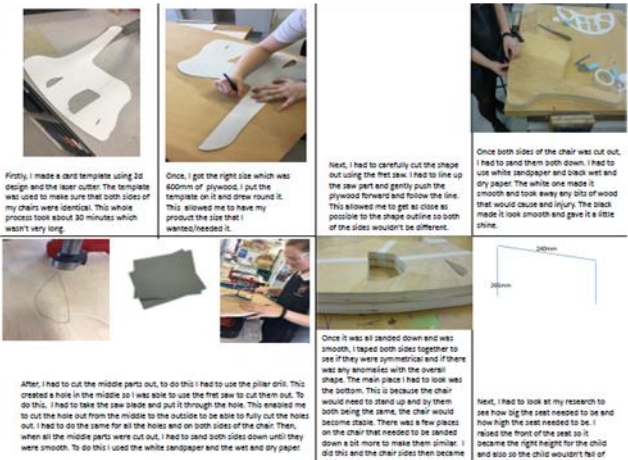
AQA – GCSE Product Design - Development of Design Proposals & Making Module 4 Knowledge Organiser

Final Design drawings:

Objective: To show a detailed, possible, final design.

- Show your design in detail, including exploded views, sections and detailed views.
- Remember to show how the parts fit together and show materials.
- The drawing should be clear, well presented and in colour.

Top marks: The design proposal needs to have enough information for someone else to be able to manufacture the idea.



Making diary:

Objective: To show how the product was made and demonstrate our skills.

- Show the processes you are using to make your design. This page (or pages) will be a series of photographs taken as you work with notes to explain what you have done.
- As this is done whilst making you should use time at home to write up what you have done and use lessons in the workshop to complete the practical work.

BTEC SPORT – Module 4 Knowledge Organiser - - Unit 5 Training for Personal Fitness

KPI 1 Personal Information for fitness training

Client Consultation Form

Client Name: _____ Yate Academy

Client Date of Birth: _____

What is your current exercise routine? gym/club/online/outdoor activities? _____

What is your training history? Previous gym memberships? Previous goals? _____

What is your training frequency? How many sessions per week? Split programme? Twice daily? _____

Do you have any short term/long term? _____

Do you have any injuries/chronic pain/illness/disabilities? _____

Have you ever had a Personal Trainer before? Would you consider one? _____

Do you smoke? _____

Do you drink alcohol regularly? _____

Diet: outline a typical day.

Breakfast	_____
Mid-morning	_____
Lunch	_____
Evening Meal	_____
Snacks	_____
Dinner	_____

On a scale of 1 to 10, with 1 being 'not very' and 10 being 'extremely' please indicate:

current fitness level	1	2	3	4	5	6	7	8	9	10
importance of physical fitness to you	1	2	3	4	5	6	7	8	9	10
enjoyability of exercise	1	2	3	4	5	6	7	8	9	10

The **PAR-Q**, or physical activity readiness questionnaire, is a simple screening tool that can and should be used by anyone who is planning to start an exercise program and make it stick.

Key areas of PAR-Q:

- ✓ Current training
- ✓ Training history
- ✓ Training frequency
- ✓ Fitness Goals (**SMART**)
- ✓ Injuries/Disabilities
- ✓ Health (smoking/alcohol)
- ✓ Diet
- ✓ Health test



SMART Goals

S pecific	Know exactly what you are wanting to accomplish
M easurable	How will you know you met your goal?
A chievable	Make sure your goal is not too far to reach, but far enough to be challenging
R elevant	Link the goal to something important to you; something that inspires you.
T imely	When do you want your goal to be met?

KPI 2 Principles of Training

F	Frequency	How often you train? (How many times a week)
I	Intensity	How hard do you train? (Heart Rate/Pyramid, Borg scale RPE)
T	Time	How long you train for? (min 30 Minutes)
T	Type	What type of training e.g. Weight, Circuit, Continuous

KPI 3 Additional Principles of Training & exercise Intensity Levels

Maximum Heart Rate (MHR)	MHR = 220 - Age		BORG Scale – Rating of RPE RPE x 10 = Heart Rate e.g. 13 X 10 =130 bpm	<table><tr><td>6</td><td>No exertion</td></tr><tr><td>7</td><td></td></tr><tr><td>8</td><td></td></tr><tr><td>9</td><td></td></tr><tr><td>10</td><td></td></tr><tr><td>11</td><td>Light</td></tr><tr><td>12</td><td></td></tr><tr><td>13</td><td>Somewhat hard</td></tr><tr><td>14</td><td></td></tr><tr><td>15</td><td>Hard (heavy)</td></tr><tr><td>16</td><td></td></tr><tr><td>17</td><td>Very hard</td></tr><tr><td>18</td><td></td></tr><tr><td>19</td><td></td></tr><tr><td>20</td><td>Maximal exertion</td></tr></table>	6	No exertion	7		8		9		10		11	Light	12		13	Somewhat hard	14		15	Hard (heavy)	16		17	Very hard	18		19		20	Maximal exertion	Perceived Exertion (RPE) BPM
6	No exertion																																		
7																																			
8																																			
9																																			
10																																			
11	Light																																		
12																																			
13	Somewhat hard																																		
14																																			
15	Hard (heavy)																																		
16																																			
17	Very hard																																		
18																																			
19																																			
20	Maximal exertion																																		
Training Pyramid																																			
Speed Zone	95%to100% MHR	Max HR x 0.95 = 95%																																	
Anaerobic Zone	85% to 95% MHR	Max HR x 0.85 = 85%																																	
Aerobic Zone	60%-85% MHR	Max HR x 0.60 = 60%																																	
Specificity	Training to the individual needs of athlete (Sport, Position, Component of fitness, Age, Gender)																																		
Progressive Overload	Make training gradually harder so body gradually improves and adapts (increase FIT)																																		
Adaptation	Body adapts in response to training (gets stronger because of strength training etc.)																																		
Rest and Recovery	Allows adaptation to take place and to avoid injuries due to fatigue/tiredness (have rest days)																																		
Reversibility	Body will reverse back if training is stopped for a prolonged time (illness, injury, and motivation)																																		
Variation	Training must be varied to avoid boredom (use different TYPES of training methods)																																		
Individual differences/needs	Training must be designed to meet individual training goals and needs e.g. A Sprinter would develop leg power																																		

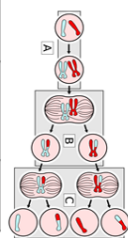
KPI 4 Programme Design			
Muscular Endurance Strength & Power Training		Aerobic Endurance Training	
Free Weights	Sets, reps, barbell, dumbbell	Continuous Training	Constant pace, non-stop 30 mins
Circuit Training	stations	Fartlek Training	'Speed play', slow, medium, fast, different terrain
Plyometrics	bouncing, throwing, jumping	Interval Training	work, rest, work, rest
KPI 5 Exercise adherence factors			
Access to Facilities	Living in a rural area you may face a long commute, limited timetables for public transport. Little or no facilities providing access for disabilities		
Time	Fitness often takes a lower priority behind, school work, job, family and other responsibilities.		
Cost	To join a gym, sports team, health club can be seen an unnecessary expense or simply unaffordable		
Lack of Interest	No interest in their own personal fitness and healthy lifestyle		
Personal Injury	If injured this will result in a reduction of time in the gym or complete withdraw from fitness		
Motivational	Personal motivation will have the biggest influence in our ability to remain dedicated. Some people find it hard to motivate themselves, save money, allocate time.		

Meiosis halves the number of chromosomes

Gametes are made in reproductive organs (in animals ovaries and testes)

Cells divide by meiosis to form gametes

Copies of the genetic information are made.
The cell divides twice to form four gametes each with single set of chromosomes.
All gametes are genetically different from each other.

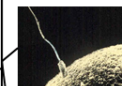


Sexual reproduction involves the fusion of male and female gametes.

Sperm and egg in animals.

Pollen and egg cells in flowering plants.

Produced by meiosis. There is mixing of genetic information which leads to a variety in the offspring.



Asexual reproduction involves only one parent and no fusion of gametes.

e.g. cloning of females only in an aphid population.

Only mitosis is involved. There is no mixing of genetic information. This leads to genetically identical clones.



Advantages and disadvantages of sexual and asexual reproduction (Biology only)

Gametes join at fertilisation to restore the number of chromosomes

The new cell divides by mitosis. The number of cells increase. As the embryo develops cells differentiate.

When the protein chain is complete it folds to form a unique shape. This allows proteins to do their job as enzymes, hormones or new structures such as collagen.

Meiosis

Meiosis leads to non-identical cells being formed while mitosis leads to identical cells being formed

Some change the shape and affect the function of proteins e.g. and enzyme active site will change or a structural protein loses its strength

Most do not alter the protein so that its appearance or function is not changed.

(HT) Making new proteins (protein synthesis)

Composed of chains of amino acids. A sequence of 3 bases codes for a particular amino acid.

Reproduction advantages/disadvantages

Sexual	Asexual
Needs two parents.	Only one parent needed (quicker).
Produces variation in the offspring.	Identical offspring (no variation).
If the environment changes variation gives a survival advantage by natural selection.	Vulnerable to rapidly changing conditions due to lack of variation.
Negative mutations are not always inherited.	Negative mutation can affect all offspring.
Natural selection can be speeded up using selective breeding to increase food production.	Food/medicine production can be extremely quick.

DNA and the genome

Sexual and asexual reproduction

Genetic material in the nucleus is composed of a chemical called DNA.

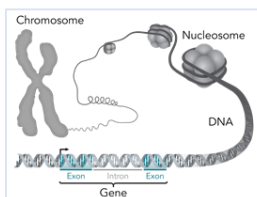


AQA GCSE INHERITANCE, VARIATION AND EVOLUTION Part 1

DNA structure

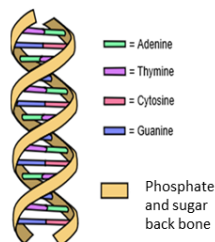
Polymer made up of two strands forming a double helix.

Contained in structures called chromosomes. A gene is a small section of DNA on a chromosome. Each gene codes for a sequence of amino acids to make a specific protein.



The genome is the entire genetic material of an organism.

DNA structure (Biology only)



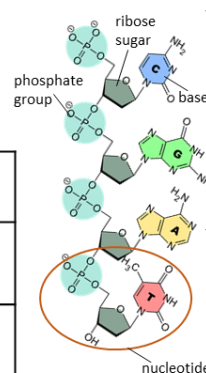
Mutations occur continuously (HT only)

Protein synthesis (HT only)

DNA is polymer made from four different nucleotides. Each nucleotide consists of a common sugar, phosphate group and one of 4 different bases A, C, G & T




In DNA the complementary strands C, A, T, G always link in the same way. C always linked to G on the opposite strand and A to T.

Repeating nucleotide units.



DNA in the nucleus unravels.
↓
Enzymes make a copy of the DNA strand called mRNA.
↓
mRNA moves from the nucleus to ribosome in the cytoplasm.
↓
Ribosomes translate each 3 bases into amino acids according to mRNA template
↓
Ribosomes link amino acids brought by carrier proteins.
↓
A long chain of amino acids form. Their specific order forms a specific protein.

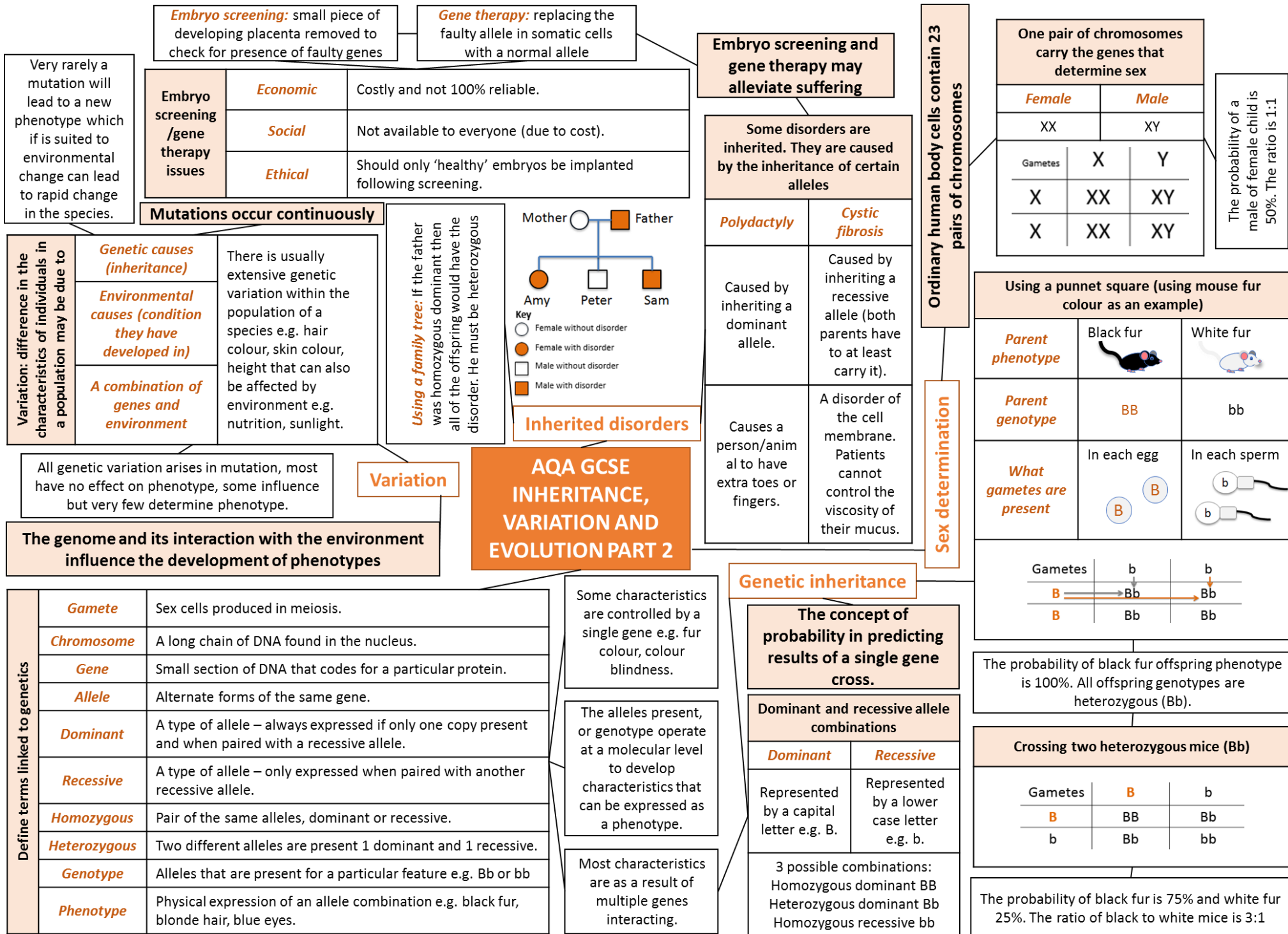
A sequence of 3 bases is the code for a particular amino acid. The order of bases controls the order in which each amino acid is assembled to produce a specific protein.

Some organisms use both methods depending on the circumstances	<i>Malarial parasites</i>		Asexually in the human host but sexually in a mosquito.
	<i>Fungi</i>		Asexually by spores, sexually to give variation.
	<i>Plants</i>		Produce seeds sexually, asexually by runners in strawberry plants, bulbs division in daffodils.



The whole human genome has now been studied.

It is of great importance for future medical developments

Searching for genes linked to different types of disease.
Understanding and treatment of inherited disorders.
Tracing migration patterns from the past.

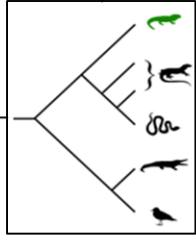


Over time this results in the formation of new species.





<p>The theory of evolution by natural selection.</p>	<p><i>Species of all living things have evolved from simple life forms that first developed 3 billion years ago.</i></p>	<p>Through natural selection of variants (genotypes) that give rise to phenotypes best suited to their environment or environmental change e.g. stronger, faster. This allows for variants to pass on their genotype to the next generation.</p>	
		<p>If two populations of one species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.</p>	 <p>Darwin's finches</p>

Classification of living organisms

Use current classification data for living organisms and fossil data for extinct organisms



Evolutionary trees are a method used by scientists to show how organisms are related

Choosing characteristics	
<i>Desired characteristics are chosen for usefulness or appearance</i>	
Disease resistance in food crops.	
Animals which produce more meat or milk.	
Domestic dogs with a gentle nature.	
Large or unusual flowers.	

Selective breeding can lead to 'inbreeding' where some breeds are particularly prone to disease or inherited defects e.g. British Bulldogs have breathing difficulties.



Concern: effect of GMO on wild populations of flowers and insects.

Genes from the chromosomes of humans or other organisms can be 'cut out' and transferred to the cells of other organisms.

Genetically modified crops (GMO)	<i>Crops that have genes from other organisms</i>	To become more resistant to insect attack or herbicides.
		To increase the yield of the crop.

Selective breeding
<i>Choosing parents with the desired characteristics from a mixed population</i>
Chosen parents are bred together.
From the offspring those with desired characteristics are bred together.
Repeat over several generations until all the offspring show the desired characteristics.
Concern: effect of GMO on human health not fully explored

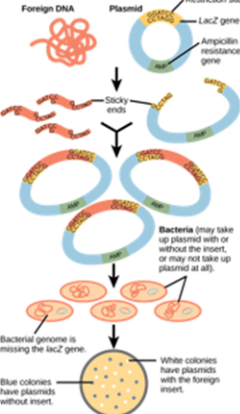
Genetic engineering process (HT only)
1. Enzymes are used to isolate the required gene.
2. Gene is inserted into a vector – bacterial plasmid or virus.
3. Vector inserts genes into the required cells.
4. Genes are transferred to plants/animals/microbes at an early stage of development so they develop the required characteristics.

Humans have been doing this for thousands of years since they first bred food from crops and domesticated animals.

The process by which humans breed plants/animals for particular genetic characteristics

Genetic engineering

Modern medical is exploring the possibility of GM to over come inherited disorders e.g. cystic fibrosis



Evolution

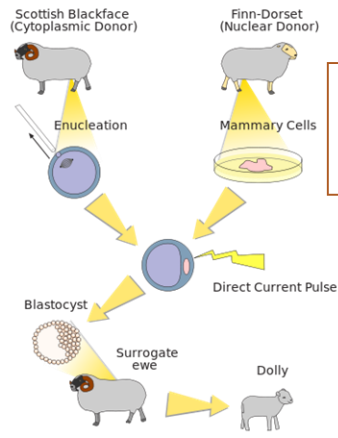
AQA GCSE INHERITANCE VARIATION AND EVOLUTION PART 3

Cloning (Biology only)

Cloning techniques in plants/animals	
<i>Tissue culture</i>	Small groups of cells to grow new plants. Important for preservation of rare plants and commercially in nurseries.
<i>Cuttings</i>	Part of a plant is cut off and grown into full plant.
<i>Embryo transplants</i>	Splitting apart cells from animals embryo before they become specialised. New clone embryos are inserted into womb of adult female.

Concern: some people have ethical objections to adult cell cloning e.g. welfare of the animals.

A change in the inherited characteristics of a population over time through the process of natural selection.



Adult cell cloning
1. Nucleus is removed from an unfertilised egg.
2. Nucleus from body cell is inserted into egg cell.
3. An electric shock stimulates the egg to divide into an embryo
4. Embryo cells are genetically identical to adult cells.
5. When embryo has developed into ball of cells it is inserted into host womb.



Charles Darwin

Theory of evolution by natural selection.

Individual organisms within a particular species show a wide range of variation for a characteristic.

Individual most suited to the environment are more likely to breed successfully.

Characteristics enable individuals to survive are then passed on to the next generation.

Developed since its proposal from information gathered by other scientists.

Did much pioneering work on speciation but more evidence over time has lead to our current understanding.

Allows biologists to understand the diversity of species on the planet.

Evidence from around the world, experimentation, geology, fossils, discussion with other scientists (Alfred Wallace) lead to:

Charles Darwin 'On the Origin of the Species' (1859)

Published the theory of evolution by natural selection

Slowly accepted; challenged creation theory (God), insufficient evidence at time, mechanism of inheritance not yet known.

Theory of evolution (Biology only)

Speciation (Biology only)



Alfred Wallace

Independently proposed the theory of evolution by natural selection

Published joint writings with Darwin in 1858.

Worked worldwide gathering evidence.

Best know for work on warning colouration in animals and his theory of speciation.

Speciation

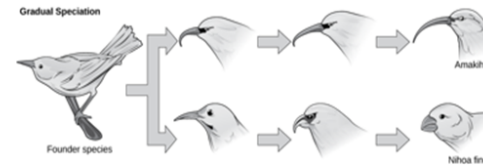
Due to isolation of a population of a species e.g. species are split across far apart islands.

Environmental conditions differ for populations e.g. types of food available, habitat.

Individuals in each population most suited to their environments are more likely to breed successfully.

Over long periods of time each population will have greater differences in their genotype.

If two populations of one species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.



AQA GCSE INHERITANCE VARIATION AND EVOLUTION PART 4

Evidence for evolution

The understanding of genetics (biology only)

Gregor Mendel

In the mid 19th century carried out breeding experiments on plants

Inheritance of each characteristic is determined by units that are passed on to descendants unchanged.

Fossils

'remains' of ancient organisms which are found in rocks

Parts of organism that have not decayed as necessary conditions are absent.

Parts of the organism replaced by minerals as they decay.

Preserved traces of organisms such as footprints, burrows and rootlet traces.

Early forms of life were soft bodied and few traces are left behind and have been destroyed by geological activity, cannot be certain about how life began.

Led to gene theory being developed but not until long after Mendel died.

Further understanding of genetics

Improving technology allowed new observations.

Late 19th century: behaviour of chromosomes in cell division.

Early 20th century: chromosomes and Mendel's 'units' behave in similar ways. 'units' now called genes must be located on chromosomes.

Mid 20th century: structure of DNA determined. Mechanism of gene function worked out.



Fossils tell scientists how much or how little different organisms have changed over time.

The full human classification

Classification of living organisms

Carl Woese

3 domain based on chemical analysis.

Archaea (primitive bacteria), true bacteria, eukaryota.

Due to improvements in microscopes, and the understanding of biochemical processes, new models of classification were proposed.

Organisms are named by the binomial system of genus and species. Humans are *Homo sapiens*

Carl Linnaeus classified living things	Kingdom	Animalia
	Phylum	Chordata
	Class	Mammalia
	Order	Primates
	Family	Hominidae
	Genus	<i>Homo</i>
	Species	<i>sapiens</i>

Fossils and antibiotic resistance in bacteria provide evidence for evolution.

Antibiotic resistant bacteria	Mutations produce antibiotic resistant strains which can spread	Resistant strains are not killed.	Extinction When no members of a species survive Due to extreme geological events, disease, climate change, habitat destruction, hunting by humans.
		Strain survives and reproduces.	
		People have no immunity to strain and treatment is ineffective.	

Evolution is widely accepted. Evidence is now available as it has been shown that characteristics are passed on to offspring in genes.

Chemistry 6: Rate and Extent of Reaction KNOWLEDGE ORGANISER (trilogy)

KPI:C29 (p142)

Recall the equation and calculate rates of reaction

The rate of a chemical reaction can be found by measuring the quantity of a reactant used or the quantity of product formed over time:

Mean rate of reaction = $\frac{\text{quantity of reactant used}}{\text{time taken}}$

Mean rate of reaction = $\frac{\text{quantity of product formed}}{\text{time taken}}$

KPI:C30 (p143)

Describe and explain the factors affecting reaction rates in terms of collision th

Particles must collide with enough energy in order to react.

Collision theory explains how various factors affect rates of reactions.

Chemical reactions can occur only when

reacting particles collide with each other and with sufficient energy.

The minimum amount of energy that particles must have to react is called the activation energy.

Increasing the concentration of reactants in solution, the pressure of reacting gases, and the surface area of solid reactants increases the frequency of collisions and so increases the rate of reaction.

Increasing the temperature increases the frequency of collisions and makes the collisions more energetic, and so increases the rate of reaction.

KPI:C31 (p143 - 146)

Describe and explain the effect of catalysts on reaction rates

Catalysts speed up a reaction, without being used up in the reaction.

They are not part of the overall equation.

Different catalysts are needed for different reactions.

They all work by reducing the activation energy needed for a reaction to occur

KPI:C32 (p147)

Describe the energy changes in a reversible reaction

A **reversible reaction** is a **reaction** where the reactants form products, which **react** together to give the reactants back. A and B can **react**



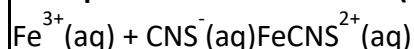
KPI:C33 (p147)

Explain what equilibrium is

When the rate of the forward reaction is equal to the rate of the reverse reaction, the reaction is said to have reached equilibrium.

At equilibrium, the concentrations of the reactants and products are constant, but are not necessarily equal.

Example: the reaction of iron(III) ions with thiocyanate ions.



Pale yellow iron(III) ions react with colourless thiocyanate (CNS) to produce red iron thiocyanate.

KPI:C34 (p148)

Describe and explain how Le Chatelier's principle affects equilibrium position when conditions change, including: temperature, pressure and concentration

Le Chatelier's principle is an observation about chemical equilibria of reactions. It states that changes in the temperature, pressure, volume, or concentration of a system will result in predictable and opposing changes in the system in order to achieve a new equilibrium state.

Temperature increase = equilibrium will move in the endothermic direction

Pressure increase = the equilibrium tries to reduce it and moves to in the direction of fewer gas particles

Concentration = changing the concentration means the system is no longer at equilibrium

Chemistry 7: Organic Chemistry KNOWLEDGE ORGANISER (trilogy)

KPI:C35 (p150)

Describe the formation of crude oil and the structure of alkanes

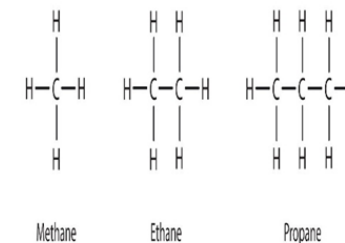
Stage 1 - All of the oil and gas we use today began as microscopic plants and animals living in the ocean millions of years ago. As these microscopic plants and animals lived, they absorbed energy from the sun, which was stored as carbon molecules in their bodies. When they died, they sank to the bottom of the sea. Over millions of years, layer after layer of sediment and other plants and bacteria were formed.

Stage 2 - As they became buried ever deeper, heat and pressure began to rise. The amount of pressure and the degree of heat, along with the type of biomass, determined if the material became oil or natural gas.

KPI:C36 (p151)

Describe and explain the properties of alkanes and relate this to fractional distillation

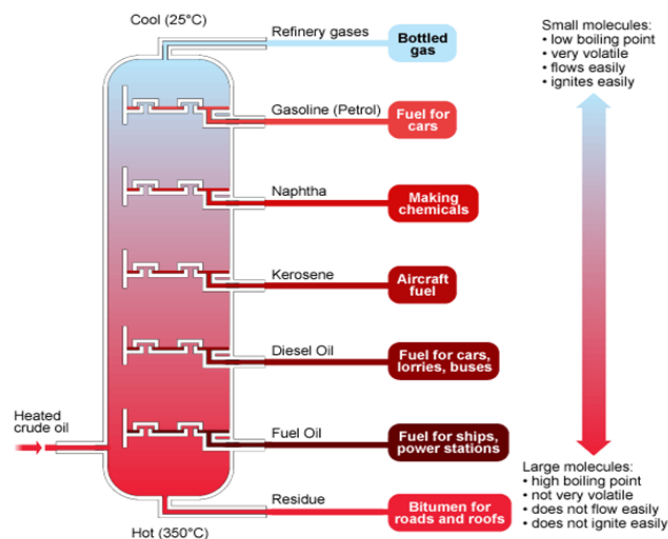
Crude oil forms naturally over millions of years from the remains of living things. Most of the compounds in crude oil are hydrocarbons. These are compounds that contain hydrogen and carbon atoms only, joined together by chemical bonds called covalent bonds.



KPI:C37 (p151 - 152)

Describe the uses of alkanes including combustion

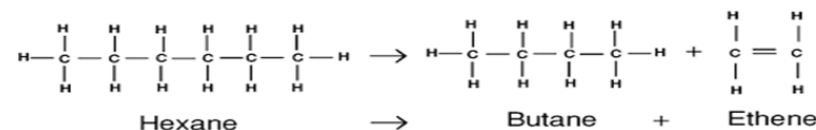
Oil provides fuel for transport. Diesel oil, kerosene and heavy oils come from crude oil. Hydrocarbons are used to make new compounds used in polymers, solvents and lubricants



KPI:C38 (p152 - 155)

Describe the process of cracking including the production of alkenes and the test for alkenes

Cracking is the process of splitting up long-chain hydrocarbons to make useful products, such as fuels.



We need to know how pure a substance is

We can find out a substance's purity by its boiling or melting point

Paper chromatography is an analytical method used to separate the substances in a mixture

Tests for gases;

Chlorine = bleaches damp litmus paper

Oxygen – relights a glowing splint

Carbon dioxide – turns limewater cloudy

Hydrogen – squeaky pop

KPI:C39 (p153)

Explain purity in terms of melting and boiling points

Purity means nothing has been added to a substance, so it is in its natural state. A pure substance is something that contains one compound or element.

Chemically pure substances will boil or melt at specific temperatures. Measure the purity of a sample by measuring its melting and boiling point.

KPI:C40 (p153)

Describe commercial products as formulations

Formulations are mixtures with exact amounts of a compound made by using a formula. The compounds are added in measured quantities to contribute to the properties of the formulation. Formulations are used in the pharmaceutical industry for checking the drug is delivered to the right part of the body, concentration, that it is consumable and has a long shelf life. Paints are composed of pigment, solvent, binder and additives. For example, paints are composed of pigment, solvent, binder and additives.

KPI:C41 (p155)

Recall and describe tests for gases

Tests for;

- Chlorine bleaches damp litmus paper turning it white
- Oxygen present if a glowing splint relights
- Carbon dioxide turns limewater cloudy
- Hydrogen present if a lit splint makes a squeaky pop sound

KPI:C42 (p154)

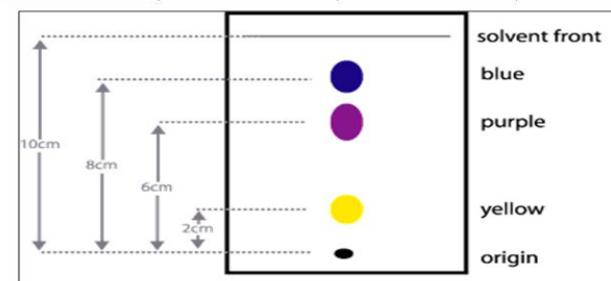
Describe and explain the use of chromatography to separate mixtures

Chromatography is an analytical method used to separate the substances in a mixture. There are two phases;

- A mobile phase, where the molecules can move.
- A stationary phase, where the molecules can't move
- Calculating the R_f value by using the formula:

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

Color	D1	D2	R _f
Yellow	2	10	0.2
Purple	6	10	0.6
Blue	8	10	0.8



Chemistry 9: Chemistry in the Atmosphere KNOWLEDGE ORGANISER (triple)

KPI:C58 (p91)

Describe the evolution of the Earth's atmosphere to the present day

The Earth's atmosphere has over 4.6 billion years

There are 3 phases;

Phase 1. The first billion years the surface was covered in volcanoes that erupted and released lots of gases. The gases were present were carbon dioxide, nitrogen and small amounts of water vapour, methane and ammonia.

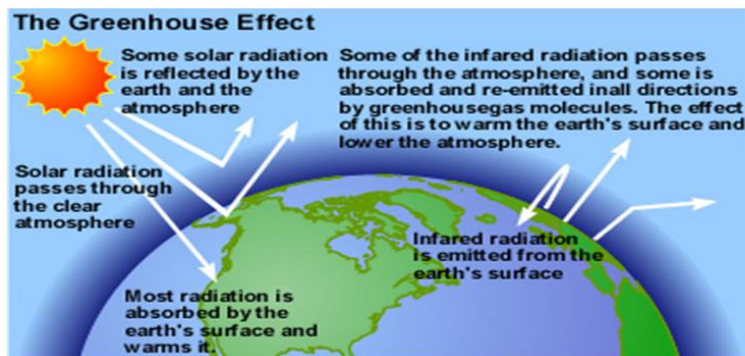
Phase 2. water vapour condensed to form the oceans. The carbon dioxide dissolved into the oceans, also forming carbonate precipitates.

Phase 3. 2.7 million years ago algae evolved and then plants. These produced oxygen. Increased oxygen in the atmosphere allowed more complex life to evolve.

KPI:C59 (p92)

Describe the greenhouse effect and how human activity contributes to it

Greenhouse gases such as carbon dioxide and methane act like an insulating layer in the Earth's atmosphere. Particles absorb certain frequencies of radiation. Greenhouse gases absorb long wavelength radiation that gets reflected back to Earth. This is thermal radiation which is warming the surface of the Earth. Human activity which is increasing greenhouse gases; deforestation, burning fossil fuels, farm animals producing methane through digestion.



KPI:C60 (p93)

Describe the effects of global warming and how carbon footprints can be reduced

Carbon footprints are a measure of the amount of carbon dioxide and other greenhouse gases released over a full life cycle of something.

Humans can reduce our carbon footprint by:

- Using renewable energy sources
- Taxing companies based on greenhouse gas output
- Governments can put a cap on emissions
- Use technology that captures carbon dioxide, and then store it deep underground.

KPI:C61(p94)

Describe the effects of atmospheric pollutants from burning fuels

Burning fossil fuels produces carbon dioxide, carbon monoxide, oxides of nitrogen, sulfur dioxide and carbon monoxide. If there is not enough oxygen to burn the fuels solid particles are also produced, called particulates. Particulates can lead to respiratory problems and cause global dimming. Carbon monoxide can prevent blood from carrying oxygen around the body. Sulphur dioxide forms sulphuric acid and nitrogen oxide forms nitric acid. These then fall as acid rain which kills plants and destroys buildings.

KPI:C62 (p99)

Describe uses of resources by humans and distinguish between finite and renewable resources

Natural resources come from the Earth, Sun and the air.

Finite (non-renewable) resources will run out. They are not produced quickly enough to be replaced. These include fossil fuels, nuclear fuels, minerals and metals found as ores.

Renewable resources reform at a similar rate to their usage. For example, timber, fresh water and food.

KPI:C63 (p102 - 103)

Describe how potable water is obtained and how waste water is treated

Water that humans can drink is essential for life. Potable water contains the right levels of dissolved salts and a pH between 6.5 – 8.5. Sources include fresh water, ground water or sea water that has been treated by desalination.

Waste water treatment includes; **screening** to remove large bits, **sedimentation** to separate effluent and sludge. Aerobic and anaerobic digestion to break down organic matter.

KPI:C64 (p100)

Describe how copper is extracted from low grade ore

Copper is extracted from low grade ores (ores without a lot of Copper). Scientists are using bioleaching, which uses bacteria to convert copper compounds into copper ore and phytomining, growing plants in soil that contains copper.

KPI:C65 (p101)

Describe and use life cycles assessments to assess the environmental impact of products

Life cycle assessments (LCA) show total environmental costs by looking at every stage of a product's life. This includes; getting the raw material, manufacturing and packaging, using the product and product disposal.

KPI:C66 (p100)

Describe the processes involved in recycling common materials

Recycling metals involves melting and then casting them into other shapes. This uses less energy than extracting and mining metals. Glass is recycled by crushing, melting and reshaping.

KPI:C67 (p98)

Describe corrosion and its prevention and the identity and use of alloys

Corrosion is where metals react with substances in their environment and are gradually destroyed. Both air and water are needed for iron to rust.

Iron + oxygen + water \longrightarrow hydrated iron (III) oxide

KPI:C68 (p96)

Describe the production and use of ceramics, polymers and composites

Ceramics are non-metal solids with high melting points. They are made from clay. It is moulded, fired at high temperatures, it hardens to make ceramic clay.

Composites are made of one material embedded in another.

Fibres or fragments (reinforcements) are surrounded by a matrix acting as a binder.

Properties of polymers are influenced by how and what it is made from. For example, Low density poly ethene is made from ethene at moderate temperatures.

KPI:C69 (p104 - 105)

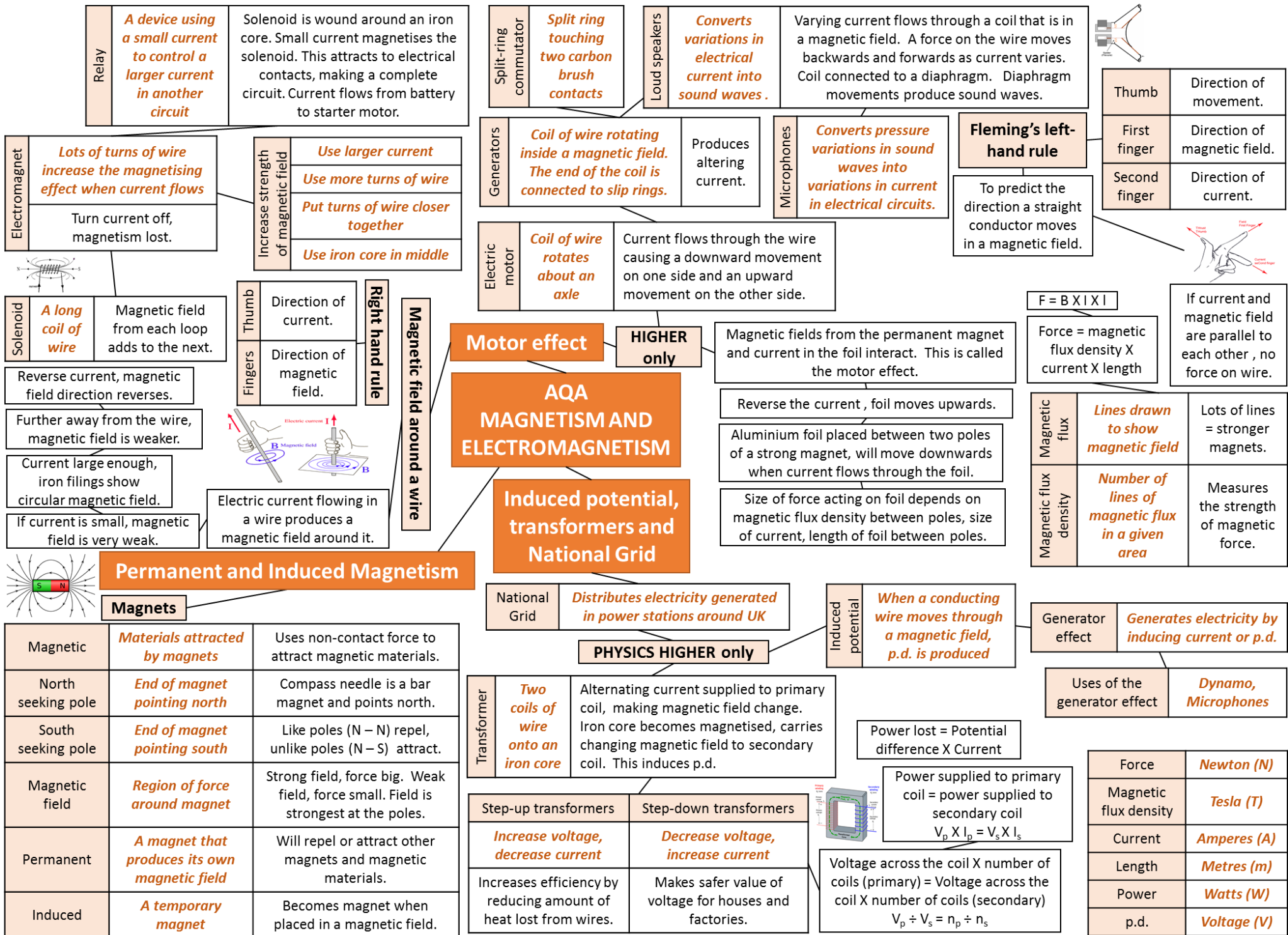
Describe and explain the conditions required to produce ammonia and its use in producing NKP fertilisers

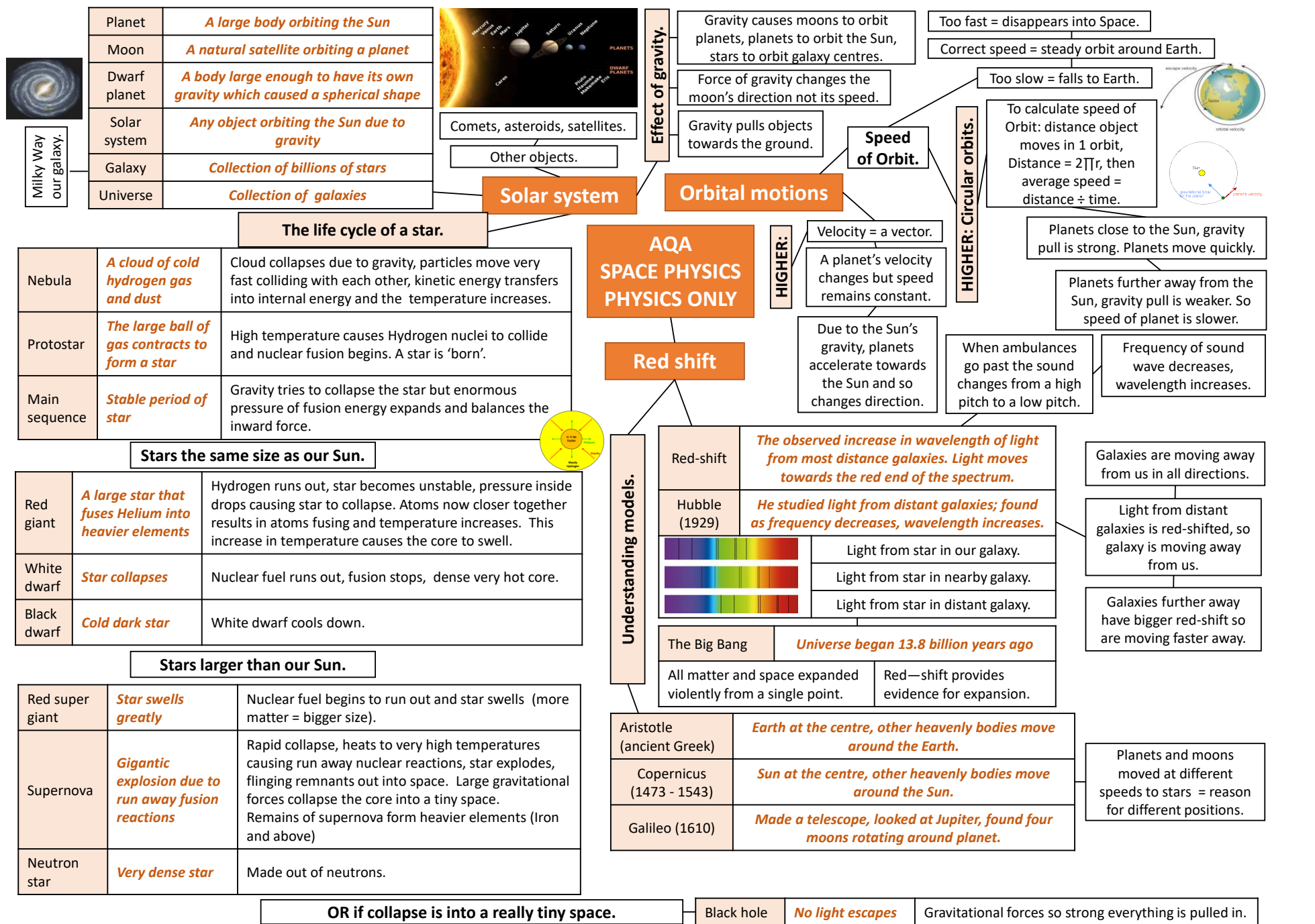
Ammonia is made from nitrogen and hydrogen in the Haber process.

$\text{N}_2 + 3\text{H}_2 \longleftrightarrow 2\text{NH}_3$ (+ heat)

Nitrogen comes from the air. Hydrogen from reacting methane gas with steam.

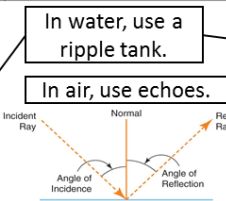
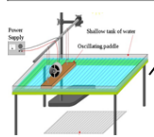
They are passed over an iron catalyst with a high temperature and pressure. NKP fertilisers provide plants with the essential elements for growth.





Wave speed	Wave speed = frequency X wavelength	$V = f \times \lambda$
Wave period	Wave period = $1 \div \text{frequency}$	$T = 1 \div f$
Speed	Speed = distance \div time	$v = d \div t$

Wavelength	Distance from one point on a wave to the same point of the next wave
Amplitude	The maximum disturbance from its rest position
Frequency	Number of waves per second
Period	Time taken to produce 1 complete wave



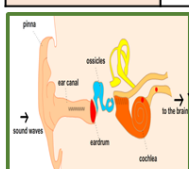
In water, use a ripple tank.
In air, use echoes.

Measuring speed
Sound waves travelling through different mediums, the frequency stay constant.

Properties
Air Water

Angle of incidence = angle of reflection
(i) = (r)

Reflection	Wave bounces off the surface.
Refraction	Waves changes direction at boundary.
Transmitted	Passes through the object.
Absorbed	Passes into but not out of, transfers energy and heats up the object.

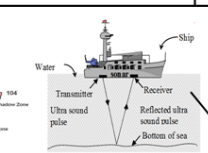
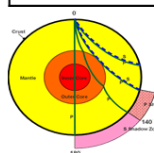


PHYSICS HIGHER ONLY

Hearing	Frequencies between 20 – 20,000 Hz	Longitudinal waves cause ear drum to vibrate, amplified by three ossicles which creates pressure in the cochlea.
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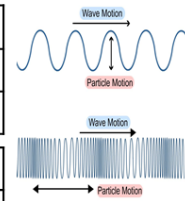
Seismic waves

P wave	S wave	Seismograph
Longitudinal	Transverse	Shows P and S waves arriving at different times.
Fast	Slow	
Travel through solids and liquids	Travels through solids	
Produced by earthquakes.		



Ultra sound	Partially reflected off boundary	Used for medical and foetal scans.
Sonar	Reflected off objects	Used to determine depth of objects under the sea.

Black surfaces	Good emitters, good absorbers
White surfaces	Poor emitters, poor absorbers
Shiny surfaces	Good reflectors



Transverse wave	Vibration causing the wave is at right angles to the direction of energy transfer	Energy is carried outwards by the wave.	Water and light waves, S waves.
Longitudinal wave	Vibration causing the wave is parallel to the direction of energy transfer	Energy is carried along the wave.	Sound waves, P waves.

Transverse and Longitudinal waves

Waves in air, fluids and solids

AQA Waves

Black body radiation
e.g. Gamma

PHYSICS ONLY
Earth and Global warming

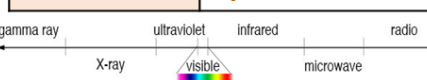
Ultraviolet, visible light, infra-red radiation penetrate atmosphere and heat up Earth's surface.
Longer wavelengths are radiated back, trapped by atmosphere.

Energy lost is not at the same rate as energy being absorbed so Earth heats up.

Black body radiation	All objects absorb or reflect infrared radiation	Hotter objects emit more infrared radiation.
Constant temperature	Rate of absorption = rate of radiation	Intensity and wavelength of energy affects temperature.

Electromagnetic waves

Electromagnetic wave Continuous spectrum of transverse waves

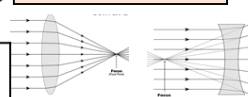


Short wavelengths have high frequency and high energy.

PHYSICS ONLY

Magnification = image size \div object size

HIGHER: Lenses



HIGHER: Properties

	Convex	Real or virtual images.		Specular	Flat surface reflection.
	Concave	Only virtual images.		Diffuse	Rough surface reflection.
		2F	Image same size, upside down, real.		
		2F - F	Image larger, upside down, real.		
		< F	Image bigger, right way, virtual.		

EM wave	Danger	Use	
Radio	Safe.	Communications, TV, radio.	
Microwave	Burning if concentrated.	Mobile phones, cooking, satellites.	
Infrared		Heating, remote controls, cooking.	
Visible	Damage to eyes.	Illumination, photography, fibre optics.	
Ultra violet	Sunburn, cancer.	Security marking, disinfecting water.	
X-ray	Cell destruction, mutation, cancer.	Broken bones, airport security.	
Gamma		Sterilising, detecting and killing cancer.	

Low frequency, long wavelength.
High frequency, short wavelength

White Wave lengths reflected
Black Wave lengths absorbed

SPANISH YEAR 11 MODULE 4 : LA PRUEBA ORAL

At the end of Module 4, you will be completing your GCSE oral exam which is worth 25% of your final GCSE grade. You will need to complete a speaking exam which will be recorded formally and sent to the examiner. There are three tasks which MUST be completed in the following order; role play, picture based discussion, general conversation based on two themes.

To prepare for these three elements you will need to revise ALL of the module vocabulary in your year 10 AND year 11 booklets!

The speaking exam will last for 7-9 minutes for the foundation tier and 10-12 minutes for the higher tier. The preparation time allowed for both tiers is 12 minutes (you will be preparing your responses to tasks 1 and 2 in this time).

Task 1 : Role Play	Task 2 : Picture Based Discussion	Task 3 : General Conversation
<p>You will be given a card on the day of the exam which will contain a scenario based on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p> <p>You will need to prepare your answers in the preparation time before the exam starts. You may make notes but you must note write in full sentences.</p> <p>On your card you will see prompts telling you what you need to say – you need to put these into full sentences.</p> <p>Where you see a ?, you will need to ask the examiner a question. Where you see a !, you will need to respond to an unknown question.</p> <p>Foundation tier, there are 5 bullet points. You will need to ask 1 question and respond to 1 unpredictable question. You are required to speak only in the present tense or may use the conditional tense where it is more natural to do so, e.g. ‘me gustaría.’</p> <p>Higher tier, there are 5 bullet points. You will need to ask 2 questions and respond to 1 unpredictable question. You need to speak in the present tense (or you may use the conditional) and respond to 1 question in the past tense.</p>	<p>You will be given a card on the day of the exam which will contain a picture and some prompts. It could be on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p> <p>You will need to prepare your answers in the preparation time before the exam starts. You may make notes but you must note write in full sentences.</p> <p>The first bullet point will relate directly to the picture, the remaining questions will go beyond the picture but will be based on the same topic.</p> <p>Foundation tier, you will be provided with a picture and 5 bullets in Spanish to help in preparing for the 5 questions that you will be asked during the assessment. You are allowed to ask (in Spanish) for questions to be repeated.</p> <p>Higher tier, you will be provided with a picture and 5 bullets in Spanish to help in preparing for the 5 questions that you will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. You are allowed to ask (in Spanish) for questions to be repeated.</p>	<p>This part of the exam is split into 2 parts.</p> <p>The first part of the conversation opens with the topic chosen by you in advance. You will need to start the conversation by giving a small presentation on your chosen topic for up to one minute.</p> <p>Your teacher will continue the conversation on the chosen topic by asking you questions which you must answer.</p> <p>The second part of the conversation is based on a different topic which is not prepared and you will informed of the topic on the day of the exam.</p> <p>Throughout the conversation, you will need to:</p> <ul style="list-style-type: none">● answer questions freely and produce extended sequences of speech● develop conversations and discussions● give and justify your own thoughts and opinions● refer to past, present and future events. <p>You will choose your topic in advance and will therefore have time to prepare and revise at home for the first part of the conversation. The second topic, that you will know on the day, could be on any of the topics that you have studied in year 10 or year 11. In your student resource booklet, you will find examples for you to practise and hints and tips to get the top grades.</p>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.